Contents of Criteria for Evaluating Instructional Materials

39 *Criteria for Evaluating Instructional Materials:*
40 *Reading/Language Arts/English Language Development,*
41 *Kindergarten Through Grade Eight*

42 **INTRODUCTION**
43
44 California has been a national leader in adopting standards-aligned and comprehensive
45 materials to address the needs of all students in kindergarten through grade eight. The
46 materials adopted through the *2002 Reading/Language Arts/English Language*
47 *Development Evaluation Criteria* were groundbreaking in their emphasis on alignment to
48 rigorous content standards and the curriculum framework, current and confirmed
49 research, and meeting the needs of all students for instruction in reading and language
50 arts.
51
52 The upward trend in student achievement in kindergarten through grade eight supports
53 the continued state commitment to evaluation criteria aligned with the standards and
54 curriculum framework. The new *Criteria for Evaluating Instructional Materials:*
55 *Reading/Language Arts/English Language Development* includes elements of the *2002*
56 *Criteria* and addresses current documented instructional needs of California's students.
57 The new *Criteria* are designed to produce instructional materials that will help teachers
58 to close the achievement gap that persists despite gains in reading/language arts
59 achievement since the last adoption cycle of instructional materials. To that end, the
60 *Criteria* emphasize increased vocabulary, oral reading fluency, and writing. There is a
61 deeper focus on the instructional needs of English learners, students with disabilities,
62 struggling readers, and students who use African-American vernacular English. Also
63 noteworthy in the new *Criteria* is the requirement for new and improved types of
64 assessments.
65
66 California is committed to the fact that the English language arts content standards are
67 adopted for all our children. The *Criteria* in 2008 will provide instructional materials to
68 support successful mastery of the English-language arts content standards by all
69 California's children.
70
71 **Guide to Program Descriptions**
72 Each instructional program submitted for adoption must meet all appropriate program
73 descriptions and all required criteria in five categories: 1) Alignment to the English-
74 language arts content standards; 2) Program Organization; 3) Assessment; 4) Universal
75 Access; and 5) Instructional Planning and Support. Programs must also meet the
76 requirements in ~~Appendix~~ Attachment A, ~~and Appendix~~ Attachment B, and Attachment
77 C where applicable. There are two levels of features for each program submitted: *must*
78 be included or *should* be included. If *must* features are omitted, the program cannot be
79 adopted. Program features listed under *should* will be evaluated holistically.
80

81   For ease of use, this document has been organized into two sections. Section I
82   presents the Program Description for each of the five types of programs. Section II
83   presents the evaluation criteria for the five categories listed above. There are three
84   appendices. ~~Appendix~~ Attachment A, "Reading/Language Arts Content Standards
85   Matrices," identifies content standards that must be addressed for the Intensive
86   Intervention Program in Reading/Language Arts, Grades Four Through Eight; the
87   Intensive Intervention Program for English Learners, Grades Four Through Eight; and
88   the English Language Development Instruction, Kindergarten Through Grade Eight.
89   ~~Appendix~~ Attachment B, "History-Social Science and Science Content Standards
90   Matrices," identifies the history-social science and science content standards that must
91   be addressed in kindergarten through grade three. Attachment C, "Curriculum Content"
92   lists effective instructional elements that must be included in Kindergarten through
93   grade eight and the Intensive Intervention Programs, grades four through eight.
94
95   The last section, References, offers a partial bibliography of current and confirmed
96   research in reading/language arts, as defined by *Education Code* Section 44757.5(j):
97
98   "Research on how reading skills are acquired" means research that is current
99   and confirmed with generalizable and replicable results. "Current" research is
100   research that has been conducted and is reported in a manner consistent with
101   contemporary standards of scientific investigation. "Confirmed" research is
102   research that has been replicated and the results duplicated. "Replicable"
103   research is research with a structure and design that can be reproduced.
104   "Generalizable" research is research in which samples have been used so that
105   the results can be said to be true for the population from which the sample was
106   drawn.
107
108   The reviewers will evaluate each program submitted on the basis of the following
109   sections, appendices, and documents:
110
111   (1) Program Description
112   (2) Criteria in the five categories
113   (3) ~~Appendix~~ Attachment A, "Reading/Language Arts Content Standards
114   Matrices" (where applicable)
115   (4) ~~Appendix~~ Attachment B, "History-Social Science and Science Content
116   Standards Matrices, Kindergarten through Grade Three" (where applicable)
117   (5) Attachment C, "Curriculum Content" (where applicable)
118   (~~5~~6) *English-Language Arts Content Standards*
119   (~~6~~7) *Reading/Language Arts Framework for California Public Schools*

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120 **Types of Programs**

121 For the adoption cycle beginning in November 2008 for Reading/Language Arts/English
122 Language Development, five types of programs will be reviewed and adopted: (I)
123 Reading/Language Arts Basic Program, Kindergarten Through Grade Eight; (II)
124 Reading/Language Arts/English Language Development Basic Program, Kindergarten
125 Through Grade Eight; (III) Primary Language/English Language Development Basic
126 Program, Kindergarten Through Grade Eight; (IV) Intensive Intervention Program in
127 Reading/Language Arts, Grades Four Through Eight; and (V) Intensive Intervention
128 Program for English Learners, Grades Four Through Eight. Publishers may submit
129 programs in any or all of the five types of programs.

130 *I. Reading/Language Arts Basic Program, Kindergarten Through Grade Eight*

131 This program provides instructional materials aligned with the *English-Language*
132 *Arts Content Standards* and provides instructional content for 180 days of instruction
133 for the following minimal daily time periods:

134 • 1 hour in kindergarten

135 • 2.5 hours in grades one through three

136 • 2 hours in grades four, five/six

137 • At least 1, and up to 2 hours in grades six, seven/eight

138 Instructional elements that reinforce and extend the Basic Program:

139 • 30 minutes of extra support for English learners in kindergarten through grade
140 eight
141 • 30 minutes of extra support for struggling readers in kindergarten through
142 grade eight
143 • 15-20 minutes of Intensive Vocabulary Instructional Support in kindergarten
144 through grade three
145 • A minimum of 90 lessons each one lasting 15 minutes for each of the five
146 sets of technical skills in a primary classroom Reading Intervention Kit for
147 grades one through three (the same classroom kit for all three grade levels)
148
149 *II. Reading/Language Arts/English Language Development Basic Program,*
150 *Kindergarten Through Grade Eight*

151 This program includes all content and the four instructional elements required in the
152 Reading/Language Arts Basic Program *plus* additional required daily English
153 language development (ELD) instruction. The additional ELD instruction includes
154 one hour of daily instruction that is consistent with the *English-Language Arts*
155 *Content Standards* and *Reading/Language Arts Framework* and assists students in
156 acquiring English as quickly and efficiently as possible. Reading/Language
157 Arts/English Language Development Basic Program materials must provide
158 instructional content for 180 days of instruction for the following minimal daily time
159 periods:

160 • 1 hour in kindergarten

453

161	• 2.5 hours in grades one through three
162	• 2 hours in grades four, five/six
163	• At least 1, and up to 2 hours in grades six, seven/eight
164	• 1 hour of English language development instruction, kindergarten through
165	grade eight

166 *III. Primary Language/English Language Development Basic Program, Kindergarten*
167 *Through Grade Eight*

168 The English language development (ELD) instructional program parallels the content
169 of the Basic Program. Instructional materials are in a language other than English
170 and are consistent with the content of the *English-Language Arts Content Standards*
171 and the *Reading/Language Arts Framework.* There are appropriate modifications for
172 the primary language. These materials are intended for students on waiver and are
173 designed to ensure students are successful in acquiring English. The materials also
174 provide additional required daily ELD instruction consistent with the *English-*
175 *Language Arts Content Standards* and the *Reading/Language Arts Framework.* ELD
176 instruction assists students in acquiring English as quickly and efficiently as
177 possible. Materials must provide instructional content for 180 days of instruction for
178 the following minimal daily time periods:

179 • 1 hour in kindergarten
180 • 2.5 hours in grades one through three
181 • 2 hours in grades four, five/six
182 • At least 1 hour and up to 2 hours in grades six, seven/eight
183 • 1 hour of English language development instruction, kindergarten through
184 grade eight

185

186 *IV. Intensive Intervention Program in Reading/Language Arts, Grades Four Through*
187 *Eight*

188 This program provides a stand-alone, intensive, accelerated reading/language arts
189 program designed specifically for students in grades four through eight whose
190 reading achievement is two or more years below grade level. This program is
191 designed to accelerate students' successful reentry into the Basic Program at grade
192 level. Materials must provide instructional content for 180 days of instruction for the
193 following minimal daily time period:

194 • 2.5 to 3 hours in grades four through eight

195 *V. Intensive Intervention Program for English Learners, Grades Four Through Eight*

196 This program for English learners provides a stand-alone, intensive, accelerated
197 reading/language arts program designed specifically for English learners in grades
198 four through eight whose academic performance is two or more years below grade
199 level. This program is designed to accelerate the learning of English and successful
200 reentry into the Basic Program at grade level. Materials must provide instructional
201 content for 180 days of instruction for the following minimal daily time period:

202 • 2.5 to 3 hours in grades four through eight

203   **SECTION I: PROGRAM DESCRIPTIONS**

204   All submissions must meet the requirements of this section and Criteria Categories 1
205   through 5 in Section II. Publishers may submit any of the five types of programs
206   described below. Where applicable, programs must also meet the requirements in
207   ~~Appendix~~ Attachment A ~~and~~, ~~Appendix~~ Attachment B, and Attachment C. The five
208   types of programs are described below.

209   **I.   The Reading/Language Arts Basic Program, Kindergarten Through Grade**
210   **Eight**
211   (For additional guidance, see the *Reading/Language Arts Framework*, Chapter 7,
212   "Universal Access to the Language Arts Curriculum", and the Universal Access
213   sections for each grade in Chapters 3 and 4.)

214   1.   The *Criteria* call for Basic Programs designed for use by the classroom teacher
215   as the comprehensive curriculum that will ensure that all students, including
216   English learners, master the English-language arts content standards. The
217   Basic Program must utilize instructional materials that are designed to foster
218   *universal access*, which means the Basic Program curriculum is accessible to
219   all students.

220   2.   The Reading/Language Arts Basic Program shall undergo the following
221   evaluations:
222   a. Educational content review based on the Program Description in Section I
223   b. Criteria (all categories) in Section II
224   c. ~~Appendix~~ Attachment B, "History-Social Science and Science Content
225   Standards, Kindergarten through Grade Three"
226   d. Attachment C, Table 1, "Curriculum Content: Kindergarten Through Grade
227   Three" and Table 2, "Curriculum Content, Grades Four Through Eight."
228   ~~d~~e. *English-Language Arts Content Standards*
229   ~~e~~f. *Reading/Language Arts Framework*

230   3.   This Basic Program, including required additional supporting instructional
231   elements, may not be submitted as a partial or supplemental resource. It must
232   incorporate the principles of universal access described in the
233   *Reading/Language Arts Framework,* be based on research [as defined in
234   *Education Code* Section 44757.5(j)], and provide instructional content for 180
235   days of instruction for minimal daily time periods of:
236   a. 1 hour in kindergarten
237   b. 2.5 hours in grades one through three
238   c. 2 hours in grades four, five/six
239   d. At least 1 and up to 2 hours in grades six, seven/eight

240   4.   The Basic Program curriculum in kindergarten through grade eight provides
241   comprehensive guidance for teachers in providing effective, efficient, explicit,
242   sequential, linguistically logical, and systematic instruction, practice,
243   application, and diagnostic support in all skills and strategies at the appropriate

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| 244 | grade levels as defined in the *English-Language Arts Content Standards,* |
| 245 | *Reading/Language Arts Framework,* and this *Criteria.* |

Additional Required Instructional Elements in the Basic Programs

| 247 | 5. | Basic Programs must include four additional elements: |

246

247   5.   Basic Programs must include four additional elements:

248   a.   Struggling Readers Extra Support

249   b.   English Learners Extra Support

250   c.   Intensive Vocabulary Instructional Support

251   d.   Reading Intervention Kit

252 *Struggling Readers Extra Support, Kindergarten Through Grade Eight*

253   6.   <u>The purpose of these materials is to provide guidance for teachers and support</u>
254   <u>for students to allow them to successfully participate in and progress through</u>
255   <u>the daily lessons from the Basic Program with their peers.</u> Instructional
256   materials provide comprehensive guidance for teachers and effective, efficient,
257   and explicit instruction for struggling readers (any student experiencing difficulty
258   learning to read and may include students who use African-American
259   vernacular English, English learners, and students with disabilities).
260   Instructional materials for struggling readers must be standards-aligned,
261   assessment-based programs that lead to mastery of all the English-language
262   arts content standards. These materials can be used to ensure that students
263   will be successful in the Basic Program curriculum.

264   Support materials for struggling readers must provide the following:

265   a.   30 minutes of additional instructional materials daily
266   b.   Teacher edition and student materials that reinforce and extend the
267   regular classroom/Basic Program daily lessons
268   c.   Additional opportunities for checking for understanding
269   d.   Instruction to increase background knowledge, prerequisite skills, and
270   concepts
271   e.   Additional opportunities for vocabulary development
272   f.   Additional practice in the key skills and strategies taught in the lesson
273   g.   Reteach material already taught in the lesson
274   h.   Preteach material that will be taught in the lesson
275   i.   Additional instructional support for students who use African-American
276   vernacular English who may have difficulty with phonological awareness
277   and standard academic English structures of oral and written language,
278   including spelling and grammar

279 *English Learner Extra Support, Kindergarten Through Eight*

280   7.   Instructional materials for English learners provide <u>support for students to allow</u>
281   <u>them to successfully participate in and progress through the daily lessons from</u>
282   <u>the Basic Program with their peers.</u> Instructional materials provide
283   comprehensive guidance for teachers and effective, efficient, and explicit
284   instruction for English learners. Instructional materials must be standards-
285   aligned, assessment-based programs leading to mastery of all the English-

286 language arts content standards. <u>These extra support instructional materials</u>
287 <u>are specifically designed daily lessons to preteach concepts, develop</u>
288 <u>background knowledge, build academic vocabulary, and develop critical</u>
289 <u>technical skills. It is essential that students who are simultaneously learning</u>
290 <u>English and reading language arts content have additional time for instruction</u>
291 <u>and practice to master grade level content standards.-</u> ~~Materials provide~~
292 ~~English language development and necessary linguistic support to ensure that~~
293 ~~students will be successful in the Basic Program curriculum.~~

294

295 8. Support materials for English learners must include the following:

296   a. Materials that address the Beginning, Early Intermediate, Intermediate,
297   and Early Advanced levels of English language proficiency at appropriate
298   grade levels

299   b. 30 minutes of additional instructional materials daily

300   c. Teacher edition and student materials that are designed to reinforce and
301   extend the regular classroom/Basic Program daily lessons

302   d. Materials that help teachers teach English learners to master the English-
303   language arts content standards so learners can read, write, comprehend,
304   and speak English for personal use and at the proficient level for
305   academic schoolwork.

306 9. Support materials provide additional explicit linguistic instruction in areas of
307   difficulty for students, including:

308   a. Survival vocabulary and language, including but not limited to, obtaining
309   necessities, making requests, and understanding instructions (essential
310   for newcomers)

311   b. Language skills that are transferable from students' primary language to
312   English and non-transferable skills

313   c. Acquisition of academic vocabulary

314   d. Phonological, morphological, syntactical, and semantic structures of
315   English

316 10. The materials provide additional support in areas in which students are likely to
317   have difficulty—primarily the following strands and substrands of the English-
318   language arts content standards:

319   a. Phonologically based spelling
320   b. Listening and speaking comprehension
321   c. Organization and delivery of oral communication
322   d. Speaking applications
323   e. Academic language
324   f. Vocabulary and concept development
325   g. Sentence structure
326   h. Grammar

327 *Intensive Vocabulary Instructional Support, Kindergarten Through Grade Three*

328 11. Support materials provide additional vocabulary development (beyond
329   vocabulary instruction in the Basic Program) for students in kindergarten
330   through grade three who require extra support in vocabulary development.
331   These instructional materials are intended to be an addition to the regular
332   vocabulary lessons described in the Basic Program Descriptions and Criteria
333   Category 1. The purpose of these materials is to increase the oral vocabulary
334   of students with limited vocabulary which may include English learners,

335 | <u>students with disabilities, struggling readers, and students who use African-</u>
336 | <u>American Vernacular English</u>.

337 | 12. These materials must build students' oral vocabulary by providing instruction in
338 | a wide range of meaningful vocabulary, explaining the meanings of unfamiliar
339 | words (beyond their reading vocabulary), allowing ample opportunities for
340 | students to discuss word meanings and use new words.

341 | 13. For each grade level, programs provide a list of logically sequenced vocabulary
342 | words that will be taught and are beyond grade-level reading.

343 | 14. Programs must establish a list of vocabulary words for each grade level and
344 | support/defend the lists with research.

345 | 15. Teacher editions and student materials provide instructional resources and
346 | strategies for developing vocabulary through multiple readings by the teacher
347 | of narrative and engaging expository texts, followed by explicit and systematic
348 | instruction in oral discourse of the selected vocabulary.

349 | 16. Intensive vocabulary instruction is research-based, direct, explicit, and
350 | systematic and includes:
351 | a. Weekly lesson plans for daily lessons
352 | b. Weekly lesson plans that include instruction in eight to ten words per week
353 | (kindergarten), ten to twelve words per week (grades one and two), and
354 | fifteen to eighteen words per week (grade three)

355 | 17. Narratives and expository texts provided in the intensive vocabulary materials
356 | link to unit/themes in the Basic Program.

357 | 18. Intensive vocabulary lessons must include the following:

358 | a. Development of students' listening and speaking vocabulary

359 | b. Instruction in words that are beyond student reading vocabulary

360 | c. 15 to 20 minutes of additional daily vocabulary instruction

361 | 19. Materials include weekly lesson plans that include:

362 | a. Multiple readings by the teacher of one or two narrative or interesting
363 | expository texts with emphasis on developing oral vocabulary and
364 | opportunities for students to hear, use, and reflect on/discuss the
365 | meanings of the target words.

366 | b. Weekly oral pre- and post-assessments on new words

367 | c. During narrative/expository text readings, teachers provide simple
368 | definitions of target vocabulary words using language that is known by
369 | students.

370 | d. Materials provide opportunities for students to use words in individual and
371 | group responses over time and in different contexts.

372 | e. Materials include suggestions for periodic review and extended use of the
373 | words beyond the instructional time.

374

375

376 *Reading Intervention Kit, Grades One Through Three*

377 20. The Reading Intervention Kit is a classroom kit that provides sets of strategic
378 intervention materials, one set for each of the five key technical skill domains of
379 beginning reading, for efficient and effective use in tutorial or small-group
380 instructional settings. These materials focus on students in grades one through
381 three who need reteaching and/or practice in one or more of the technical skill
382 domains. <u>In particular, the lessons in the kit provide targeted instruction in one</u>
383 <u>or more of the English Language Arts Content Standards taught in a previous</u>
384 <u>grade(s) that may have not been mastered.</u> The instructional strategies
385 incorporated in these sets of materials should be consistent with those used in
386 the Basic Program.

387 21. The kit includes teacher and student editions that provide materials for
388 instruction in the following beginning technical skills in reading as defined by
389 the English-language arts content standards in kindergarten through grade
390 three:

391   a. Phonemic awareness and phonological awareness

392   b. Phonics and decoding

393   c. Oral reading fluency

394   d. Vocabulary (including those words taught in grades one through three of
395   the Basic Program)

396   e. Reading comprehension skills

397 22. The kit contains five sets of technical skills materials. Each set of materials
398 includes a minimum of 90 15-minute lessons that are designed for explicit,
399 sequential, and systematic instruction. Each set also provides a periodic
400 progress-monitoring assessment for determining attainment of the skill(s)
401 taught.

402 23. The same classroom kit for grades one through three is acceptable.

403 II. **The Reading/Language Arts/English Language Development Basic Program,**
404 **Kindergarten Through Grade Eight**
405 *(For additional guidance, see the Universal Access sections (under "English*
406 *Learners") for each grade in the *Reading/Language Arts Framework.)*

407 24. The Reading/Language Arts/English Language Development Basic Program
408 includes all content and the four additional instructional elements required in
409 the Reading/Language Arts Basic Program *plus* the additional required one
410 hour of daily English language development instruction.

411 25. The Reading/Language Arts/English Language Development Basic Program
412 shall undergo the following evaluations:

413   a. Educational content review based on the Program Description in Section I

414   b. Criteria (all categories) in Section II

415   c. ~~Appendix A, "Matrix 3, English Language Development Instruction,~~
416   ~~Kindergarten Through Grade Eight"~~

417   ~~d~~c. ~~Appendix~~ Attachment B, "History-Social Science and Science Content
418   Standards, Kindergarten through Grade Three"

419   d. Attachment C, Table 1: "Curriculum Content: Kindergarten Through Grade
420   Three" and Table 2: "Curriculum Content, Grades Four Through Eight."

421   ~~d~~e. *English-Language Arts Content Standards*

422   ~~e~~f. *Reading/Language Arts Framework*

423   26   The additional one hour of English Language Development Instruction,
424   Kindergarten Through Grade Eight shall undergo the following evaluations:

425   a. English-Language Arts Content Standards

426   b. English Language Development Standards

427   c. Attachment A, Matrix 3, English Language Development Instruction,
428   Kindergarten Through Grade Eight

429   ~~26~~27.   The English language development (ELD) instructional materials are
430   consistent with and connected to the Basic Program and aligned to the *English-*
431   *Language Arts Content Standards, English Language Development Standards,*
432   and *Reading/Language Arts Framework.*

433   (For additional guidance, see the Universal Access section (under "English
434   Learners") for each grade in the *Reading/Language Arts Framework).*

435   ~~27~~28   ELD instructional materials must include the following features:

436   a. Lessons address the Beginning, Early Intermediate, Intermediate, and
437   Early Advanced levels of English language proficiency at appropriate
438   grade levels.

439   b. Teacher edition and student materials are focused and efficient to ensure
440   English learners acquire proficiency in English as quickly and effectively
441   as possible.

442   c. Additional ELD instructional support is given to English learners (beyond
443   the Basic Program) for one hour daily.

444   d. The one hour of daily instruction may be presented in smaller segments or
445   lessons. For example, programs may provide daily instruction that
446   includes two to four lessons that total one hour per day.

447   ~~28~~29   The ELD materials are designed to ensure students' mastery of the
448   English-language arts content standards and include the following:
449   a. Instructional materials are connected to, and consistent with, the
450   unit/theme of the Basic Program.
451   b. Materials include instruction, practice, review, and application that lead to
452   student acquisition of English.

453   c. Instructional materials will allow opportunities for students to read, write,
454   and discuss expository text.

455   ~~29~~30.   These ELD materials must provide explicit, sequential, linguistically
456   logical, and systematic instruction, practice, application, and diagnostic support
457   in areas in which students are likely to have difficulty, including:

458   a. Phonemic awareness and phonics

459   b. Oral reading fluency

460   c. Word recognition and spelling

461   d. Vocabulary and morphology

462   e. Grammar and usage

463   f. Listening and reading comprehension

464   g. Sentence structure (aligned with narratives, reading passages, and writing
465   assignments)

466   h. Speaking and writing

467   ~~30.~~31   ELD materials provide formal linguistic instruction, practice, and
468   opportunities for application, including:
469   a. Survival vocabulary and language, including, but not limited to, obtaining
470   necessities, making requests, and understanding instructions (essential
471   for newcomers)
472   b. Skills that are transferable from students' primary language to English and
473   non-transferable skills
474   c. Acquisition of academic vocabulary
475   d. Phonological, morphological, syntactical, and semantic structures of
476   English
477   e. <u>Oral language development</u>

478 **III. Primary Language/English Language Development Program, Kindergarten**
479   **Through Grade Eight**
480   *(For additional guidance, see the Universal Access section (under "English*
481   *Learners") for each grade level in the Reading/Language Arts Framework.)*

482   Publishers may develop comprehensive reading/language arts programs in the key
483   languages of the state for students in kindergarten through grade eight on waiver as
484   defined by Proposition 227.

485   ~~31.~~32   Primary Language/English Language Development Basic Program
486   parallels the Reading/Language Arts/English Language Development Basic
487   Program (RLA/ELD) described in program type II and is aligned with the
488   *English-Language Arts Content Standards* and the *Reading/Language Arts*
489   *Framework* with appropriate modifications for the primary language.

490   ~~32~~33.   The Primary Language/English Language Development Program shall
491   undergo the following evaluations:
492   a. Educational content review based on the Program Description in Section I
493   b. Criteria (all categories) in Section II

494   c. ~~Appendix A, "Matrix 3: English Language Development Instruction,~~
495   ~~Kindergarten Through Grade Eight"~~
496   ~~d~~c. ~~Appendix~~ Attachment B, "History-Social Science and Science Content
497   Standards, Kindergarten through Grade Three"
498   Attachment C, Table 1, "Curriculum Content: Kindergarten Through Grade
499   Three" and Table 2, "Curriculum Content, Grades Four Through Eight."
500   ~~e.~~d *English-Language Arts Content Standards*
501   ~~f~~e. *Reading/Language Arts Framework*

502 34. The additional one hour of English Language Development Instruction,
503   Kindergarten Through Grade Eight shall undergo the following evaluations:

504   a. English-Language Content Standards

505   b. English Language Development Standards

506   c. Attachment A, Matrix 3, English Language Development Instruction,
507   Kindergarten Through Grade Eight

508 ~~33~~35. This Primary Language program may not be submitted without ELD
509   instructional materials or as a partial or a supplemental resource. This Primary
510   Language program may not be submitted as part of the Basic Program. This
511   program stands alone and will be submitted and evaluated separately.

512 ~~34~~36. ELD instruction is consistent with the *English-Language Arts Content*
513   *Standards,* English Language Development Standards, and the
514   *Reading/Language Arts Framework;* and provides one hour of daily instruction
515   to assist English learners in acquiring proficiency in English; and ensures
516   student mastery of the standards.

517 **IV. Intensive Intervention Program in Reading/Language Arts, Grades Four**
518 **Through Eight**
519 *(*For additional guidance, see the Universal Access section under "Reading
520 Difficulties" for each grade in the *Reading/Language Arts Framework.*)

521 ~~35~~37. The Intensive Intervention Program in Reading/Language Arts is designed
522   to be a stand-alone, intensive, accelerated reading/language arts program. This
523   program provides two and one-half hours to three hours of daily instruction
524   designed to address the instructional needs of students in grades four through
525   eight whose reading achievement is two or more years below grade level
526   (including students who use African-American vernacular English, English
527   learners, struggling readers, and students with disabilities).

528 ~~36~~38. There are two purposes of intervention instruction for students in grades
529   four and above who are two or more years below grade level in reading
530   achievement: 1) to teach students to read; and 2) to teach students those
531   grade-level English-language arts content standards they have not previously
532   mastered.

533 ~~37~~39. Based on curriculum-embedded diagnostic assessment, this program
534   should position students to progress rapidly toward successful reentry into the

535   Basic Program at their appropriate grade level. The instructional design of the
536   program should assume that students can gain two grade levels for each year
537   of instruction.

538   ~~38~~40.   The Intensive Intervention Program in Reading Language Arts shall
539   undergo the following evaluations:

540   a. Educational content review based on the Program Description in Section I
541   b. Criteria (all categories) in Section II
542   c. ~~Appendix~~ Attachment A, "Matrix 1: Intensive Intervention in
543   Reading/Language Arts, Grades Four Through Eight"
544   d. <u>~~Appendix~~ Attachment C: Table 3, "Curriculum Content, Intensive</u>
545   <u>Intervention, Grades Four Through Eight."</u>
546   d~~e~~. *English-Language Arts Content Standards*
547   e~~f~~. *Reading/Language Arts Framework*

548   ~~39~~41.   The program may not be submitted as part of the Basic Program. This
549   program is designed to accelerate student reentry into the Basic Program
550   within two years or less. Students who are two or more years below grade level
551   will not benefit from grade-level instruction in the Basic Program because
552   grade-level reading and instructional materials in the Basic Program are
553   beyond the students' reading comprehension level. Publishers choosing to
554   submit an Intensive Intervention Program in Reading/Language Arts must
555   submit it as a stand-alone program that will be evaluated separately.

556   ~~40~~42.   This curriculum must incorporate the principles of universal access
557   described in the *Reading/Language Arts Framework,* be based on research [as
558   defined in *Education Code* Section 44757.5(j)], and provide instructional
559   content for 180 days of instruction for minimal daily time periods of 2.5 to 3
560   hours.

561   ~~41~~43.   The program must have multiple levels/points of entry to appropriately
562   address the skill levels of students in grades four through eight.

563   ~~42~~44.   The curriculum for Intensive Intervention Program in Reading/Language
564   Arts provides guidance to teachers in efficient and effective instruction. Teacher
565   and student editions provide explicit, sequential, linguistically logical, and
566   systematic instruction, practice, application, and diagnostic support in areas in
567   which students (including students who use African-American vernacular
568   English) are likely to have difficulty—primarily the following strands and
569   substrands of the English-language arts content standards, grades one through
570   six, including:

571   a. Phonemic awareness and phonics
572   c. Word recognition and spelling
573   d. Oral reading fluency
574   e. Vocabulary and morphology
575   f. Grammar and usage

576   g. Listening and reading comprehension

577   h. Sentence structure (consistent with narratives, reading passages, and
578   writing assignments)

579   i.   Writing

580   4345.   Instructional materials will provide opportunities for students to read, write,
581   and discuss expository text.

582 **V. Intensive Intervention Program for English Learners, Grades Four Through**
583   **Eight**
584   (For additional guidance, see the Universal Access sections (under "English
585   Learners") for each grade in the *Reading/Language Arts Framework.)*

586   4446.   The Intensive Intervention Program for English Learners is designed to be
587   a stand-alone intensive reading/language arts program. This program provides
588   two and one-half hours to three hours of daily instruction developed specifically
589   for English learners in grades four through eight whose academic achievement
590   is two or more years below grade level. This stand-alone reading/language arts
591   intervention program addresses literacy and language development. The
592   materials incorporate the elements of English language development described
593   below and are designed to provide intensive, accelerated, and extensive
594   English language development that complements and supports
595   reading/language arts instruction.

596   4547.   This program may not be submitted as part of the Basic Program. This
597   program is designed to accelerate student reentry into the Basic Program
598   within two years or less. Publishers choosing to submit an Intensive
599   Intervention Program for English Learners must submit it as a stand-alone
600   program that will be evaluated separately.

601   4648.   Based on curriculum-embedded diagnostic assessment, this program
602   should position students to progress rapidly toward reentry into the Basic
603   Program at their appropriate grade level. The instructional design of the
604   program should assume that students can gain two grade levels for each year
605   of instruction.

606   4749.   The Intensive Intervention Program for English Learners shall undergo the
607   following evaluations:

608   a. Educational content review based on the Program Description in Section I

609   b. Criteria (all categories) in Section II

610   c. Appendix Attachment A, "Matrix 2: Intensive Intervention for English Learners,
611   Grades Four Through Eight"

612   d.   Appendix Attachment C: Table 3, "Curriculum Content, Intensive
613   Intervention, Grades Four Through Eight."

614

615   de. *English-Language Arts Content Standards*

616   e.f *Reading/Language Arts Framework*

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617 4850.   This curriculum must incorporate the principles of universal access, be
618   based on research as defined in *Education Code* Section 44757.5(j), and
619   provide instructional content for 180 days of instruction for minimal daily time
620   periods of 2.5 to 3 hours.

621 4951.   The program must have multiple levels/points of entry in order to
622   appropriately address the skill levels of students in grades four through eight.

623 5052.   This program must emphasize academic language, vocabulary and
624   concept development, sentence structure, grammar, organization and delivery
625   of oral communication, and speaking applications.

626 5153.   Materials guide the teacher on how to instruct English learners to master
627   the English-language arts content standards so learners can read, write,
628   comprehend, and speak English for personal use and at the proficient level for
629   academic schoolwork.

630 5254.   The program must include teacher and student editions and focus on
631   instruction to assist English learners in developing proficiency in the English
632   language and the concepts and skills contained in the *English-Language Arts*
633   *Content Standards*. Emphasis is placed on:

634   a. Instruction in the skills that are transferable from students' primary
635   language to English and non-transferable skills
636   b. Acquisition of academic vocabulary
637   c. Phonological, morphological, syntactical, and semantic structures of
638   English.

639 5355.   These materials must provide explicit, sequential, linguistically logical, and
640   systematic instruction, practice, application, and diagnostic support in areas in
641   which students are likely to have difficulty—primarily the following strands and
642   substrands of the English-language arts content standards, grades one through
643   six:

644   a. Phonemic awareness and phonics
645   b. Word recognition and spelling
646   c. Oral reading fluency
647   d. Vocabulary and morphology
648   e. Grammar and usage
649   f. Listening and reading comprehension
650   g. Sentence structure (consistent with narratives, reading passages, and
651   writing assignments)
652   h. Speaking and writing

653   **SECTION II: CRITERIA**

654   **Criteria Category 1: Alignment with English-Language Arts Content Standards**

655   *All programs must include the following features:*

656   1.   Instructional materials that are designed to ensure that all students master each
657   of the English-language arts content standards as defined in *Education Code*
658   Section 60010(h).

659   2.   Instructional materials reflect and incorporate the content of the
660   *Reading/Language Arts Framework*.

661   3.   Instructional materials incorporate the content described in ~~Appendix~~
662   Attachment A ~~and, Appendix~~ Attachment B, and Attachment C (where
663   applicable).

664   4.   Instruction reflects current and confirmed research in reading/language arts
665   instruction as defined in *Education Code* Section 44757.5(j).

666   5.   Sufficient instructional time is allotted to content standards that require
667   extensive teaching and are clear prerequisites for later content standards.

668   6.   The program demonstrates an explicit relationship between academic language
669   development, reading selections, and written and oral expression (see
670   Category 1, Number 45, Writing section).

671   7.   The *English-Language Arts Content Standards* and *Reading/Language Arts
672   Framework* are the basis of the instructional materials. Extraneous materials
673   not aligned to these content standards must be minimal and not detract from
674   instruction.

675   8.   Instructional materials include activities that relate directly to the learning
676   objectives. Extraneous material is kept to a minimum.

677   9.   Instructional materials use proper grammar and spelling (*Education Code*
678   Section 60045).

679   10.   Any gross inaccuracies or deliberate falsification revealed during the review
680   process will result in disqualification, and any found during the adoption cycle
681   will subject the program to removal from the list of state-adopted textbooks.
682   Gross inaccuracies and deliberate falsifications are defined as those requiring
683   changes in content.

684   11.   All authors listed in the instructional program are held responsible for the
685   content. If requested, the authors must be willing to supply proof of authorship.
686   Beyond the title and publishing company's name, the only name to appear on a
687   cover and title page shall be the actual author or authors.

688   12.   Publishers must indicate in teacher materials all program components
689   necessary to address all grade-level English-language arts content standards.

690

691

692   *Curriculum must provide explicit, sequential, linguistically logical, and systematic*
693   *instruction, practice, application, and diagnostic support in the following program areas:*

694   *Phonemic Awareness*

695   13.   Instructional materials for kindergarten through grade two must be taught
696   comprehensively and as a sequence of skills in the grade levels as described in
697   the English-language arts content standards.

698   *Phonics and Decoding*

699   14.   Phonics instruction includes all sound-spelling correspondences and is taught
700   in a sequential and logical design.

701   15.   Publishers will include, for those students who need them, learning tools for
702   phonemic awareness (such as phoneme phones and letter tiles).

703   16.   Publishers will include, for those students who need them, learning tools for
704   phonics (such as Elkonin boxes).

705   *Oral Reading Fluency and Word Attack Skills*

706   17.   Instructional materials emphasize oral reading decoding fluency and the skills
707   of word recognition, reading accuracy, and prosody. Programs offer strategies
708   for increasing oral fluency rates with adequate daily materials of increasing
709   difficulty.

710   18.   Oral reading materials include instruction in word reading, practice on
711   increasingly difficult passages, and assessments on this instruction and
712   practice in grades one through five/six and grades six/seven through eight (as
713   needed).

714   19.   Student materials include opportunities for daily oral reading fluency practice.

715   *Decodable Books*

716   20.   Sufficient pre-decodable and decodable texts are included at the early stages
717   of reading instruction to allow students to develop automaticity and practice
718   fluency. Those materials in the program designated as decodable must have
719   text with at least 75% of the words consisting solely of previously taught sound-
720   spelling correspondences and from 15% to 20% of the words consisting of
721   previously taught high-frequency words and story words. High-frequency words
722   introduced in pre-decodable and decodable texts are taken from a list of the
723   most commonly used words in English, prioritized by their utility. For those
724   sounds with multiple spellings, two sound-spellings may be paired in one
725   decodable book or reading passage.

726   21.   Each decodable text contains at the back a list of all the high-frequency words
727   and sound-spelling correspondences introduced in that text.

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730   22. *Sufficient* is defined as the following:
731   a. Kindergarten - at least 15 pre-decodable books (pre-decodable is defined
732   as small books used to teach simple, beginning, high-frequency words
733   usually coupled with a rebus).
734   b. Kindergarten - approximately 20 decodable books, integrated with the
735   sequence of instruction.
736   c. First grade - two books per sound-spelling totaling a minimum of 8,000
737   words of decodable text over the course of a year.
738   d. Second grade - approximately 9,000 words of decodable text, two
739   decodable books per sound-spelling determined by the instructional
740   sequence of letter-sound correspondence for students who still need this
741   instruction.
742   e. Intensive Intervention Programs - approximately 9,000 words of decodable
743   text, two decodable reading selections/passages per sound-spelling
744   determined by the instructional sequence of letter-sound correspondence
745   for students who still need this instruction. Careful attention must be given
746   to the age group for which these decodables are designed to ensure the
747   content is age-appropriate and engaging for students in grades four
748   through eight.

749   *Spelling*

750   23. Instructional materials link spelling with decoding as reciprocal skills. Spelling
751   lessons are based on the phonemic and morphologic concepts taught at
752   appropriate grade levels as defined in the English-language arts content
753   standards. Spelling rules are explicitly taught with practice focused on patterns
754   of words and sound-letter associations.

755   *Vocabulary*

756   24. Program provides direct, explicit, and systematic instruction and opportunities
757   for student practice and application in key vocabulary connected to reading and
758   writing instruction, including academic vocabulary from the *History-Social*
759   *Science* and *Science Content Standards* that are addressed in the Basic or
760   Intervention Programs.

761   25. Program includes weekly lesson plans for daily vocabulary lessons and a
762   weekly list of target vocabulary words that will be taught.

763   26. Instructional resources provide strategies for teachers and student materials for
764   developing academic language (i.e. the more difficult, abstract, technical, and
765   specialized vocabulary and concepts used in texts and tests).

766   27. Materials provide opportunities for students to use and apply words in individual
767   and group responses, over time, and in different contexts.

768   28. Materials include suggestions for periodic review and extended use of the
769   words beyond the instructional time.

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   29. Program provides instruction designed to foster word consciousness and self-monitoring in attending to unknown words.

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   30. To promote language development, iInstructional materials in kindergarten through grade two include direct, explicit, and systematic instruction and opportunities for practice and application in the following:

775
       a. Classification of grade-appropriate words into categories

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       b. Word-learning strategies

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       c. Word meaning including the relationship and association of words to other words

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       d. In addition, in grade two, instruction in common antonyms and synonyms; knowledge of individual words in unknown compound words to predict their meaning; the meaning of simple prefixes and suffixes; and identification of simple multiple-meaning words

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   31. To promote language development, iInstructional materials in grades three and beyond include direct, explicit, and systematic instruction and opportunities for practice and application in the following:

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       a. Word structure/analysis of prefixes, suffixes, base and root words, derivatives, and continuing opportunities for student practice in antonyms and synonyms as well as identification and usage of multiple-meaning words with grade-level expectations

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       b. Word meaning including the relationship and association of words to other words

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       c. Phonological, morphological, syntactical, and semantic structures of English

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       d. Direct, explicit, and systematic instruction and opportunities for student practice in identification of origins and meanings of foreign words frequently used in English, beginning in grade six; in use of Greek, Latin, and Anglo-Saxon word roots and affixes as related to content-area words, beginning in grade seven; and in analyzing idioms, analogies, metaphors, and similes to infer literal and figurative meanings of phrases, beginning in grade eight

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       e. Direct teaching of key academic vocabulary with grade-level expectations

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       f. Opportunities for guided practice, independent practice, and application (with teacher feedback) using new and previously taught academic vocabulary in reading, writing, listening, and speaking activities, and multiple exposures to key academic vocabulary through periodic review and distributed practice of previously taught academic words

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       g. Direct instruction, student practice, and opportunities for application in word-learning strategies and skills

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811   *Expository Texts and Reading Selections*

812   32.   ~~*To promote efficiency* of instruction for kindergarten through grade three and~~
813   ~~reinforce the content of the adopted history-social science and science~~
814   ~~instructional materials, expository texts incorporate the content of the grade-~~
815   ~~level history-social science and science standards (Appendix B). In particular~~
816   ~~the texts that are selected to be read to students or that students read during~~
817   ~~reading/language arts instruction are aligned to the history-social science and~~
818   ~~science standards.~~ In the interest of promoting efficiency of instruction for
819   kindergarten through grade 3, content standards in history-social science and
820   science (Attachment B) that can be covered in text-based instruction must be
821   incorporated into the instruction in the reading/language arts program materials
822   during the language arts time period, particularly in the selection of expository
823   texts that are read to students, or that students read.

824   33.   Informational text to support standards in reading comprehension, vocabulary,
825   and writing applications is included for all grades. When included, informational
826   text addressing topics in history-social science, science, and mathematics is
827   accurate and consistent with grade-level standards and the unit/theme design.

828   34.   Reading selections, including those read to students and those that students
829   read, are of high quality, interesting, motivational, multicultural, and age-
830   appropriate for students.

831   *Writing*

832   35.   The program includes daily explicit instruction in writing with additional time for
833   practice and application during independent work time.

834   36.   Instructional materials include high-quality literature and informational text at all
835   grade levels that serve as strong models of writing and reinforce the reciprocal
836   relationship between reading, vocabulary, and writing, as well as listening and
837   speaking.

838   37.   Teacher editions and student materials are aligned with the specific types of
839   writing required in the standards at each grade level, including writing
840   descriptions, narrative, response to literature, persuasive compositions,
841   research reports, technical documents, and documents related to career
842   development as appropriate to grade level. When specific genres appear at
843   multiple grade levels, the expectations, direct instruction, and assignments
844   progress in breadth, depth, and sophistication as specified by grade-level
845   standards.

846   38.   Instructional materials provide strategies for teachers to develop students'
847   academic language, including more difficult, abstract, technical, and specialized
848   vocabulary and concepts.

849   39.   The teacher editions and student materials provide instruction and practice
850   opportunities to ensure that students learn the specific academic language
851   associated with all genres of reading and writing, including but not limited to

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terms such as *narrative, exposition,* and *persuasion.* Instruction in academic vocabulary will also include literary terms such as *summary, plot, theme, main idea, evidence, coherence, cause/effect,* and *proposition/support.*

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40. Teacher editions suggest and provide daily explicit instruction in writing assignments that are connected to and consistent with the genre presented in the reading selections and passages of the lesson. Materials include instruction in the language patterns and structures present in the genre studied. The materials provide discussion prompts related to these two reciprocal reading and writing elements of lessons that support students as they actively use the academic language associated with the genre being studied.

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41. Materials provide guidance to teachers about when and how in the instruction process to give feedback to students on their writing.

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42. Materials include instruction and practice in writing on demand, including the skills necessary to read and correctly interpret writing prompts, organize quickly, edit, and revise.

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43. Instructional materials in writing skills and strategies provide direct, explicit, and systematic instruction, practice, and application appropriate to grade-level content standards and include:

870
   a. Sentence fluency

871
   b. Sentence variety

872
   c. Paragraph and essay structure, organization, and coherence

873
   d. Word choice

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44. Instructional materials in writing applications provide direct, explicit, and systematic instruction, practice, and application appropriate to grade-level content standards and include:

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878
   a. Instruction in a full range of text structures including writing to describe and explain objects, events, and experiences

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   b. Instruction and practice in writing narratives, biographies and autobiographies, expository compositions, responses to literature, research reports, persuasive compositions, and summaries of reading material

883
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   c. Instruction and practice in writing technical documents and documents related to career development as appropriate to grade level

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   d. Instruction in the components and unique features of each writing application

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   e. Instructing students in the use of grade-appropriate, standards-aligned rubrics for each application

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   f. Models of the production of each application through teacher write-aloud opportunities or opportunities to analyze writing models provided in the materials

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892   g. Scaffolding that leads students into independent grade-level writing
893   through timely and explicit feedback
894   h. Guiding students through frequent opportunities to review progress using
895   application-specific rubrics
896   i. Assessing students' ability to meet the grade-level writing application
897   standards using application-specific prompts

898   45. Instructional content reflects the reciprocal and related processes of reading,
899   writing conventions, and listening and speaking.

900   46. Instructional materials include direct, explicit, and systematic instruction and
901   opportunities for student practice of the written and oral English language
902   conventions, comprehension skills, and literary response and analysis at the
903   appropriate grade levels as defined in the *English-Language Arts Content*
904   *Standards*.

905   47. Instructional materials include direct, explicit, and systematic instruction,
906   student practice, and application on identifying and using comprehension skills
907   at the appropriate grade level as defined in the *English-Language Arts Content*
908   *Standards*.

909   48. Instructional materials include direct, explicit, and systematic instruction;
910   student practice; and identification of the structural features of literature and
911   expository materials and use of literary elements of text at the appropriate
912   grade levels as defined in the *English-Language Arts Content Standards*.
913

914   49   Program provides a consistent set of editing marks that are taught and used
915   throughout the program.
916

917   50   Program provides opportunities for both full process writing assignments and
918   on-demand, prompt-driven assignments that must be completed within a
919   specified time limit.
920

921   51   Program provides daily opportunities for writing to practice newly acquired skills
922   and applications and review previously learned skills and strategies.

923   **Criteria Category 2: Program Organization**

924   **<u>Introduction</u>**
925   <u>Sequential organization and a coherent instructional design of the reading/language arts</u>
926   <u>program provides structure for what students should learn each year and allows</u>
927   <u>teachers to teach the reading/language arts instruction efficiently and effectively.</u>
928   <u>English learners, students with disabilities, students who use African-American</u>
929   <u>Vernacular English, struggling readers, and other students at risk of not mastering</u>
930   <u>grade level academic content need to be clearly and directly taught. They need to be</u>
931   <u>able to anticipate what comes next in the instructional sequence and what is expected</u>
932   <u>of them so they can focus all their attention on learning the new academic content,</u>
933   <u>skills, and strategies presented in the lessons. The instructional design described below</u>
934   <u>serves as the scaffold for students with diverse learning needs.</u>
935

936   *All programs must include the following features:*
937   1. Scope and sequence align with English-language arts content standards and
938   strands, although within each grade level the standards and the strands do not
939   have to be addressed in a particular order.
940   2. Internal structure of the program within a grade level and across grade levels is
941   coherent and consistent in the design of weekly and daily lesson planners and
942   in the teaching routines and procedures used in program components.
943   3. Instructional materials group related standards and address them
944   simultaneously for purposes of coherence and utility.
945   4. The instructional design enhances student retention and generalization of what
946   is learned.
947   5. Students are taught skills and strategies and then given activities to practice
948   them, including opportunities to connect and apply those skills and strategies.
949   6. Dimensions of complex tasks are analyzed and broken down into component
950   parts; each part is taught in a logical progression.
951   7. Materials are organized to provide cumulative and/or spiraled review of skills.
952   8. Similar and confusing content and strategies are separated.
953   9. The amount of new information is controlled and connected to prior learning,
954   and students are explicitly assisted to make connections through direct
955   instruction.
956   10. Instructional materials include directions for:
957   a. Direct teaching
958   b. Teacher modeling and demonstration
959   c. Guided and independent practice and application with corrective feedback
960   during all phases of instruction and practice
961   d. Appropriate pacing of lessons
962   e. Preteaching and reteaching as needed

963　11.　Instructional materials include adequate practice and review (distributed review,
964　　　cumulative review, and varied review).

965　12.　A list of the grade-level standards is provided in both the teacher and student
966　　　editions. Topical headings reflect the framework and standards and clearly
967　　　indicate the content that follows.

968		**Criteria Category 3: Assessment**
969		(For additional guidance, see Progress-Monitoring Assessment Schedules in
970		Chapter 6 of the *Reading/Language Arts Framework.*)

971   *All programs must provide the following features:*

972   1.   Guidance on the purpose, administration, scoring, and interpretation of
973   assessments, including:

974   a. Progress monitoring (curriculum-embedded, criterion-referenced to
975   lessons)

976   b. Summative (curriculum-embedded, criterion-referenced to lessons at
977   trimester or semester)

978   c. Diagnostic screening (usually norm-referenced) for specific technical skills
979   of reading and language arts

980   2.   Teacher editions and student materials provide the following assessments:

981   a. Progress-monitoring assessments (curriculum-embedded, criterion-
982   referenced to lessons) to measure instructional effectiveness and monitor
983   student progress, at a minimum of every six to eight weeks (See
984   Progress-Monitoring Assessment Schedules in Chapter 6 of the
985   *Reading/Language Arts Framework* for details.)

986   b. Summative assessments (curriculum-embedded, criterion-referenced to
987   lessons) as required in each type of program.

988   c. Diagnostic screening assessments (usually norm-referenced) for the six
989   technical skill areas for use with selected students for addressing
990   instructional needs. The diagnostic screening assessments are either
991   listed as recommended or are provided under licensed agreements with
992   test publisher(s).

993   3.   In addition, Intensive Intervention Programs, which must have multiple
994   levels/points of entry, must also provide placement and exit assessments
995   designed to help determine the appropriate instructional level for entry into and
996   exit from the program.

997   *The Basic Programs must provide:*

998   4.   Progress-monitoring assessments (curriculum-embedded, criterion-referenced
999   to lessons) designed to inform teachers of the effectiveness of instruction and
1000   of student progress. Progress-monitoring assessments are based on content
1001   taught in the unit/theme and, when appropriate, previously taught skills and
1002   strategies. (See Progress-Monitoring Assessment Schedules in Chapter 6 of
1003   the *Reading/Language Arts Framework* for details.)

1004   5.   The progress-monitoring assessments must include subtests of a minimum of
1005   ten items including:

1006   a. Kindergarten - phoneme awareness (which includes phoneme deletion
1007   and substitution and phoneme segmentation), beginning phonics, rapid

1008   letter and word naming, upper- and lowercase letter naming, rhyming,
1009   matching consonants and sounds, matching short vowel and sounds,
1010   high-frequency word reading, and consonant-vowel-consonant (CVC)
1011   words.

1012   b. Grade one - phonics and word reading, oral reading fluency (starting in the
1013   18th week of instruction and measured in words correct per minute),
1014   reading comprehension, vocabulary, spelling, usage/conventions, and
1015   writing.

1016   c. Grades two through six - oral reading fluency (measured in words correct
1017   per minute), reading comprehension, vocabulary, spelling,
1018   usage/conventions, and writing.

1019   d. Grades seven through eight - oral reading fluency (only as needed,
1020   measured in words correct per minute), reading comprehension,
1021   vocabulary, spelling, usage/conventions, and writing.

1022   6.   Summative assessments (once a year for kindergarten and grade one and
1023   twice a year for grades two through eight) must be designed to measure
1024   whether students have mastered the previously taught content related to the
1025   following strands of the English-language arts content standards. The
1026   summative assessments must include subtests of a minimum of ten items for
1027   the appropriate grade-level strands:

1028   a. Word analysis, fluency, and systematic vocabulary development
1029   b. Reading comprehension
1030   c. Literary response and analysis
1031   d. Writing strategies
1032   e. Writing application
1033   f. Written and oral language conventions

1034   7.   Diagnostic screening assessments must be designed to identify student
1035   instructional needs and inform instruction in the technical skill areas listed
1036   below. In most cases these assessments should be normed for age-based or
1037   grade-level-based performance. These assessments must be appropriate for
1038   use with an individual or small group. The content of the diagnostic screening
1039   assessments include:

1040   a. Phonemic awareness
1041   b. Phonics and decoding
1042   c. Oral reading fluency
1043   d. Spelling
1044   e. Vocabulary
1045   f. Reading comprehension

1046   8.   Intensive Vocabulary Support materials must include weekly oral pre- and post-
1047   assessments on new words.

1048   9.   Reading Intervention Kit for grades one through three includes:

1049   a. Placement assessments for grades one through three designed to help
1050   determine the appropriate instructional level for beginning instruction in
1051   each of the technical skill areas

1052   b. Progress-monitoring assessments for every ten lessons must also be
1053   included

1054   *The Intensive Intervention Program in Reading/Language Arts and the Intensive*
1055   *Intervention Program for English Learners must provide:*

1056   10. Progress-monitoring assessments designed to provide teachers with
1057   information on instructional effectiveness and monitor student progress at the
1058   end of each set of lessons every six to eight weeks. Progress-monitoring
1059   assessments are based on content taught in the set of lessons and, when
1060   appropriate, previously taught skills and strategies.

1061   11. The progress-monitoring assessments must include a minimum of five
1062   subtests, each subtest having a minimum of ten items aligned to the following
1063   reading/language arts skills taught:

1064   a. Phonemic awareness and phonics

1065   b. Word recognition and spelling

1066   c. Oral reading fluency

1067   d. Vocabulary and morphology

1068   e. Listening and reading comprehension

1069   f. Sentence structure aligned with narratives, reading passages, and writing
1070   assignments

1071   g. Writing

1072   12. Summative assessments must be designed to measure whether students have
1073   mastered the content of previously taught lessons and be administered at the
1074   end of each level of the program. Summative assessments must include a
1075   minimum of five subtests, each subtest having a minimum of ten items that are
1076   aligned to the technical reading/language arts skills taught (listed in item 11
1077   above).

1078   13. Placement and exit assessments must be designed to help determine the
1079   appropriate instructional level for entry in and exit out of the program.

1080   a. The placement assessments must provide an accurate and precise
1081   measure of student performance to place students at the appropriate
1082   instructional level in the program.

1083   b. The exit assessments must provide an accurate and precise measure of
1084   student mastery of skills necessary to exit the program.

1085   c. Placement and exit assessment content must accurately reflect the skills
1086   taught in the program.

1087

1088   14. Diagnostic screening assessments must be designed to identify student
1089   instructional needs in technical reading/language arts skills. In most cases,
1090   these assessments should be norm-referenced and must be appropriate for
1091   use with an individual and a small group.

1092   *The English Language Development Instruction, Kindergarten Through Grade Eight*
1093   *must provide:*

1094   15. Progress-monitoring assessments for English language development Instruction
1095   in Basic Programs II and III must be designed to provide teachers with
1096   information on instructional effectiveness and monitor student progress at the
1097   end of each unit/theme or set of lessons every six to eight weeks. Progress-
1098   monitoring assessments are based on content taught in the unit/theme or set of
1099   lessons and, when appropriate, previously taught skills and strategies.
1100

1101   16. Progress-monitoring assessments for English language development Instruction
1102   measure progress in reading, writing, listening, and speaking in English as
1103   described in Appendix A, "Matrix 3: English-Language Development Instruction,
1104   Kindergarten Through Grade Eight."
1105

1106   17. The progress-monitoring assessments must include a minimum of five subtests,
1107   each subtest having a minimum of ten items that are aligned with structured
1108   lessons focused on the following reading/language arts skills:
1109

1110   a. Phonemic awareness and phonics
1111   b. Oral reading fluency
1112   c. Word recognition and spelling
1113   d. Vocabulary and morphology
1114   e. Grammar and usage
1115   g. Sentence structure aligned with narratives, reading passages, and writing
1116   assignments
1117   f. Listening and reading comprehension
1118   h. Writing

1119   **Criteria Category 4: Universal Access**
1120   (For additional guidance, see the *Reading/Language Arts Framework*, Chapter 7,
1121   "Universal Access to the Language Arts Curriculum," and the Universal Access sections
1122   for each grade in Chapters 3 and 4.)
1123
1124   **Introduction**
1125   The goal of reading/language arts programs in California is to ensure universal access
1126   to high-quality curriculum and instruction for all students so they can meet or exceed the
1127   state's English-language arts content standards. To reach that goal, instructional
1128   materials must provide teachers with the necessary content and pedagogical tools to
1129   teach all students to master the English-language arts content standards.

1130   Teachers need assistance in using assessments for planning instruction, determining
1131   effective grouping strategies, implementing other strategies for meeting the instructional
1132   needs of students, and measuring the effectiveness of instruction. Specifically,
1133   instructional strategies must meet the needs of 1) struggling readers (all students
1134   experiencing difficulty learning to read and may include students who use African-
1135   American vernacular English, English learners, and students with disabilities); 2)
1136   students in grades four through eight who are two or more years below grade level in
1137   academic achievement; 3) advanced learners; and 4) English learners.

1138   The Basic Program curriculum must encompass a range of materials for teacher and
1139   student editions sufficient to meet the instructional needs of students at various
1140   advanced, benchmark, strategic, and intensive levels of performance. Intensive
1141   Intervention Program materials must encompass a range of materials for teacher and
1142   student editions sufficient to meet the instructional needs of students at various levels of
1143   performance.

1144   Basic Program instructional materials present comprehensive guidance for teachers in
1145   providing effective, efficient instruction for all students. Materials must be constructed to
1146   meet the instructional needs of those who enter school at, above, or one or more grade
1147   levels below the content standards and therefore are adaptable to each student's point
1148   of entry. Such instruction must focus on the English-language arts content standards.
1149   All suggestions and procedures for meeting the instructional needs of students are not
1150   to be added as superficial afterthoughts to the main focus of instruction. Rather, the
1151   instructional materials are constructed so that the teacher is not expected to create
1152   extensive modifications in order to meet the learning needs of a full range of students.

1153   The following design principles are guidelines for publishers to use in creating materials
1154   that will allow access for all students<u>, including English learners, students with</u>
1155   <u>disabilities, struggling readers, and students who use African-American Vernacular</u>
1156   <u>English</u> to ensure they master the English-language arts content standards.

1157   *Universal Access Design Principles*
1158   *All programs must include the following features:*
1159   1.   Instructional materials incorporate these features:

1160
1161
a. Optimal opportunities for teachers to scaffold instruction and check for understanding

1162
1163
b. Guidance on use of preteach, reteach, review, and accelerated pace of program options

1164
1165
1166
c. Coherence and consistency in the design of the weekly and daily lesson planner and the teaching routines and procedures for program components within a grade and across grade levels, as appropriate

1167
d. Ample background information on key skills and concepts

1168
1169
e. Sufficient practice for all skills and strategies taught with additional practice for those who require it

1170
1171
f. Corrective feedback during all phases of instruction, practice, and application

1172
1173
g. Emphasis on ample opportunities for practice and use of vocabulary words to support vocabulary acquisition and language development

1174
1175
h. Assistance with organizing and sorting words and concepts to support vocabulary acquisition and language development

1176 *All programs should include the following features:*

1177
1178
2. Instructional materials use "considerate text" design principles that are consistent by grade and across grade levels:

1179
a. Adequate titles for each selection

1180
b. Introductory subheadings for chapter sections

1181
c. Introductory paragraphs

1182
d. Concluding or summary paragraphs

1183
1184
e. Complete paragraphs including clear topic sentence, relevant support, and transitional words and expressions (e.g., *furthermore, similarly*)

1185
f. Effective use of typographical aids - boldface print, italics

1186
1187
g. Adequate, relevant visual aids connected to the print: illustrations, photos, graphs, charts, maps

1188
h. Manageable versus overwhelming visual and print stimuli

1189
i. Identification and highlighting of important terms

1190
1191
j. List of reading objectives or focus questions at the beginning of each reading selection

1192
k. List of follow-up comprehension and application questions

1193 *Design Principles for Means of Expression*

1194 *All programs must include the following features:*

1195
1196
1197
3. Explain in the teacher edition that there is a variety of ways for students with special instructional needs to use the materials and demonstrate their competence (e.g., physically forming letters for students who have dyslexia or

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who have difficulties writing legibly or spelling words). The teacher edition may suggest modifications so students have access to the materials and can demonstrate their competence. Examples of modifications of means of expression might include (but are not limited to) student use of computers to complete pencil and paper tasks, use of on-screen scanning keyboards, enlarged keyboards, word prediction, and spellcheckers.

1204
1205

Design Principles for Advanced Learners (included in Basic and Primary Language Programs materials)

1206

Basic and Primary Language Programs must include the following:

1207
1208
1209
1210

4. Teacher and student editions include suggestions or materials for advanced learners who need an enriched or accelerated program or assignments that are consistent with the guidance described in the Universal Access sections of each grade level in the *Reading/Language Arts Framework.*

1211
1212
1213

5. Materials provide suggestions to help students study a particular author, theme, or concept in more depth and conduct a more complex analysis of additional independent reading.

1214
1215
1216

6. Materials remind teacher to set high expectations for all students and inform teachers about how skill development and concepts are connected to higher grade levels.

1217 **Criteria Category 5: Instructional Planning and Support**
1218   (For additional guidance, see the *Reading/Language Arts Framework*, Chapter 7,
1219   "Universal Access to the Language Arts Curriculum" sections for each grade in
1220   Chapters 3 and 4)

1221 *Teacher editions must include the following:*

1222   1.   Instructional routines and procedures are based on current and confirmed
1223   research, as defined in *Education Code* Section 44757.5(j).

1224   2.   Instructional materials provide a clear road map for teachers to follow when
1225   planning instruction.

1226   3.   Instructional materials include a teacher planning and pacing guide for 180
1227   days of instruction that describes how to use all program components, the
1228   relationships between the components and parts of the lesson, and the
1229   minimum daily time requirements.

1230   4.   The teacher edition provides guidance on what to teach, how to teach, and
1231   when to teach.

1232   5.   The teacher edition provides guidance on appropriate opportunities in the daily
1233   lesson for checking for understanding.

1234   6.   Lesson plans and the relationships of parts of the lesson and program
1235   components are clear.

1236   7.   Learning and instructional objectives in the student materials and teacher
1237   edition are explicit and clearly identifiable.

1238   8.   A list of required materials is provided for each lesson.

1239   9.   Terms from the *English-Language Arts Content Standards* are used
1240   appropriately in ~~the~~ all ~~instructions~~guidance for teachers.

         10. The program includes suggestions for parents or caregivers on how to support

1256   15.   Teacher edition provides samples of student writing which demonstrate end-of-
1257   grade-level sophistication of writing genres.

1258   16.   Teacher support materials provide directions for explicit teaching of writing
1259   strategies, conventions, and specific applications.

1260   17.   Teacher support materials include demonstrations of writing strategies,
1261   including the writing process.

1262   18.   Teacher editions include strategies for providing timely teacher feedback about
1263   student writing and specific information about what has been done well with
1264   suggestions for "next steps."

1265   ~~19.~~   ~~Program provides a consistent set of editing marks that are taught and used~~
1266   ~~throughout the program.~~

1267   ~~20.~~   ~~Program provides opportunities for both full process writing assignments and~~
1268   ~~on-demand, prompt-driven assignments that must be completed within a~~
1269   ~~specified time limit.~~

1270   ~~21.~~   ~~Program provides daily opportunities for writing to practice newly acquired skills~~
1271   ~~and applications and review previously learned skills and strategies.~~

1272   ~~22~~19.   Teacher editions clearly reference, explain, and provide the location of
1273   additional instructional materials and program components designed to provide
1274   extra support for students who require it (e.g., English learners, students who
1275   use African-American vernacular English, struggling readers, and students with
1276   disabilities).

1277   ~~23~~20.   Teacher editions for additional instructional materials provide daily lesson
1278   guidance regarding the use of instructional materials to support, develop, and
1279   provide additional instruction and sufficient practice of key concepts, skills, and
1280   strategies for English learners and struggling readers.

1281   ~~24~~21.   To support scaffolded instruction for English learners, students with
1282   disabilities, struggling readers, and students who use African-American
1283   Vernacular English and to provide teachers with guidance on scaffolding
1284   instruction, ~~a~~All suggestions and procedures for meeting the instructional needs
1285   of all students are ready to use with minimum modifications.

1286   ~~25~~22.   Program provides a linguistic contrastive analysis chart in the teacher
1287   edition ~~showing~~ that shows and explains how new or difficult sounds and
1288   features of the English language are taught and reinforced. Comparisons with
1289   the five or more of the most common languages in California and African-
1290   American vernacular English will be incorporated as appropriate, accentuating
1291   transferable and non-transferable skills.

1292   ~~26~~23.   Program provides teachers with a cassette, CD, other audio recording, or
1293   video that demonstrates the correct pronunciation of all the sounds taught.

1294   ~~27~~24.   The teacher resource materials provide background information about
1295   each reading selection, including author, context, content, and information
1296   about illustrations, if any.

1297   ~~28~~25.   High-quality literature, including but not limited to selections reflective of
1298   California's diverse cultural population, is an integral part of language arts
1299   instruction at every grade level.

1300   ~~29~~26.   Materials provide teachers with guidance on the effective use of library
1301   resources that best complement the *English-Language Arts Content Standards*.

1302   ~~30~~27.   Materials include instructions for the teacher on salient features of the
1303   reading material and suggestions on how to use each reading selection in the
1304   lesson or lessons.

1305   ~~31~~28.   Teacher and student editions have correlating page numbers.

1306   ~~32~~29.   Answer keys are provided for all workbooks and other related student
1307   activities.

1308   *Teacher editions should include the following:*

1309   ~~33~~30.   A list of books for independent reading that spans at least three grade
1310   levels and matches the topics of the units is included.

1311   ~~34~~31.   Reading materials used for in-class work and homework as students
1312   progress through the grades are suggested or included to ensure that students
1313   read the amount of text specified in the standards at various grade levels.

1314   ~~35~~32.   Teacher editions suggest reading material for students to read outside of
1315   class at least 20 minutes a day in grade one and 30 minutes a day in grades
1316   two and beyond.

1317   ~~36~~33.   Electronic learning resources, when included, are integral parts of the
1318   program, support instruction, and connect explicitly to the standards.

1319   ~~37~~34.   All informational technology resources include technical support and
1320   suggestions for appropriate use.

1321   ~~38~~35.   Blackline masters are accessible in print and in digitized formats and are
1322   easily reproduced. Black areas shall be minimal to require less toner when
1323   printing or photocopying.

1324   ~~39~~36.   Homework extends and reinforces classroom instruction and provides
1325   additional practice of skills that have been taught.

~~Appendix~~ Attachment A: Reading/Language Arts Matrices

Matrix 1: Intensive Intervention in Reading/Language Arts, Grades Four Through Eight

Reading intervention must be taught strategically and intentionally. It is essential that students in grades four through eight who are two or more years below grade level gain the necessary skills through intensive intervention and adequate instructional time to be successful in the Basic Program at their grade level.

This matrix includes requirements regarding what English-language arts content standards must be addressed and guidance from the *Reading/Language Arts Framework* about research-based instruction and support for students who are two or more years below grade level in reading.

			104	132-133	158	197	224-225	254							
Domain	**Strand, Substrand**	K	1	2	3	4	5	6	7	8	9	10	11	12
	Word Analysis, Fluency, and Systematic Vocabulary Development:													
	Concepts about print	x	☒											
	Phonemic awareness	x	☒											
	Decoding and word recognition	x	☒	☒	☒									
	Word recognition					☒	☒	☒						
READING	Vocabulary and concept development	x	☒	☒	☒	☒	☒	☒	x	x	x	x	x	x
	Reading Comprehension:													
	Structural features of informational materials	x	☒	☒	☒	☒	☒	☒	x	x	x	x	x	x
	Comprehension and analysis of grade-level-appropriate text	x	☒	☒	☒	☒	☒	☒	x	x	x	x	x	x
	Expository critique				☒	☒	☒	☒	x	x	x	x	x	x

☒These are the standards that must be met in the Intensive Intervention in Reading/Language Arts Programs.

Matrix 1: Intensive Intervention in Reading/Language Arts, Grades Four Through Eight, continued

			104	132-133	158	197	224-225	254						
Domain	**Strand, Substrand**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
	Literary Response and Analysis:													
	Structural features of literature		⊠		⊠	⊠	⊠	⊠	×	×	×	×	×	×
	Narrative analysis of grade-level appropriate text	×	⊠	⊠	⊠	⊠	⊠	⊠	×	×	×	×	×	×
	Literary criticism						×	×	×	×	×	×	×	×
	Writing Strategies:													
	Organization and focus	×	⊠	⊠	⊠	⊠	⊠	⊠	×	×	×	×	×	×
	Penmanship	×	×	×	×	×								
	Research			⊠	⊠									
Writing	Research and technology					⊠	⊠	⊠	×	×	×	×	×	×
	Evaluation and revision			⊠	⊠	⊠	⊠	⊠	×	×	×	×	×	×
	Writing Applications (Genres and Their Characteristics)		⊠	⊠	⊠	⊠	⊠	⊠	×	×	×	×	×	×
	Written and Oral English-Language Conventions:												×	×
Written and Oral English-Language Conventions	Sentence structure	×	⊠	⊠	⊠	⊠	⊠	⊠	×	×				
	Grammar			⊠	⊠	⊠	⊠	⊠	×	×	×			
	Punctuation		⊠	⊠	⊠	⊠	⊠	⊠	×					
	Capitalization		⊠	⊠	⊠	⊠	⊠	⊠	×					
	Spelling		⊠	⊠	⊠	⊠	⊠	⊠	×	×	×			
	Punctuation and capitalization		⊠	⊠	⊠	⊠	⊠	⊠		×				

RLA Framework guidance for universal access for students with reading difficulties (by page number)

⊠These are the standards that must be met in the Intensive Intervention in Reading/Language Arts Programs.

This draft is intended for field review purposes only. It has not been adopted by the California State Board of Education. Copies are available from the California Department of Education Web site: http://www.cde.ca.gov/ci/rl/cf/, or from the Curriculum Frameworks and Instructional Resources Office. (916) 319-0881.

Matrix 1: Intensive Intervention in Reading/Language Arts, Grades Four Through Eight, continued

Domain	*RLA Framework* guidance for universal access for students with reading difficulties (by page number)		104	132-133	158	197	224-225	254						
	Strand, Substrand	K	1	2	3	4	5	6	7	8	9	10	11	12
	Grammar and mechanics of writing										x			
	Manuscript form										x			
	Listening and Speaking Strategies:													
Listening and Speaking	Comprehension	x	⊠	⊠	⊠	⊠	⊠	⊠	x	x	x	x	x	x
	Organization and delivery of oral communication		x	x	x	x	x	x	x	x	x	x	x	x
	Analysis and evaluation of oral and media communications				x	x	x	x	x	x	x	x	x	x
	Speaking Applications (Genres and Their Characteristics)	x	x	x	x	x	x	x	x	x	x	x	x	x

⊠These are the standards that must be met in the Intensive Intervention in Reading/Language Arts Programs.

Matrix 2: Intensive Intervention for English Learners, Grades Four Through Eight

English learners have as their goal developing proficiency in English and in the concepts and skills contained in the *English–Language Arts Content Standards*. To learn English and achieve mastery of the standards, students must participate in instructional programs that combine skill and concept development in both English literacy and the English language. English learners whose academic achievement is two or more years below grade level require focused and efficient instruction in the features of English language and literacy through teacher modeling, teacher-directed instruction, and guided and independent practice. It is essential that English learners have the opportunity to gain the skills necessary to be successful in the Basic Program, at grade level, through intensive intervention and adequate instructional time.

This matrix includes requirements regarding what English-language arts content standards must be addressed and guidance from the *Reading/Language Arts Framework* about instruction and support for students learning English.

Domain	Strand, Substrand		105-107	133-135	159-160	198-199	226	255-256						
RLA Framework guidance for universal access for English Learners (by page number)		K	1	2	3	4	5	6	7	8	9	10	11	12
	Word Analysis, Fluency, and Systematic Vocabulary Development:													
	Concepts about print		☒											
	Phonemic awareness		☒											
	Decoding and word recognition		☒	☒	☒									
	Word recognition					☒	☒	☒						
Reading	Vocabulary and concept development	X	☒	☒	☒	☒	☒	☒	X	X	X	X	X	X
	Reading Comprehension:													
	Structural features of informational materials	X	☒	☒	☒	☒	☒	☒	X	X	X	X	X	X
	Comprehension and analysis of grade-level-appropriate text	X	☒	☒	☒	☒	☒	☒	X	X	X	X	X	X
	Expository critique					☒	☒	☒	X	X	X	X	X	X

☒ These are the standards that must be met in the Intensive Intervention for English Learners Programs.

Matrix 2: Intensive Intervention for English Learners, Grades Four Through Eight, continued

RLA *Framework* guidance for universal access for English Learners (by page number)	K	1 (105-107)	2 (133-135)	3 (159-160)	4 (198-199)	5 (226)	6 (255-256)	7	8	9	10	11	12
Domain — Strand, Substrand	K	1	2	3	4	5	6	7	8	9	10	11	12
Literary Response and Analysis:													
Structural features of literature		⊠		⊠	⊠	⊠	⊠	x	x	x	x	x	x
Narrative analysis of grade-level appropriate text	x	x	x	⊠	⊠	⊠	⊠	x	x	x	x	x	x
Literary criticism	x					x	x	x	x	x	x	x	x
Domain — Strand, Substrand	K	1	2	3	4	5	6	7	8	9	10	11	12
Writing Strategies:													
Organization and focus	x	⊠	⊠	⊠	⊠	⊠	⊠	x	x	x	x	x	x
Penmanship	x	x	x	x	x								
Research			⊠	⊠									
Research and technology					⊠	⊠	⊠	x	x	x	x	x	x
Evaluation and revision			⊠	⊠	⊠	⊠	⊠	x	x	x	x	x	x
Writing — **Writing Applications (Genres and Their Characteristics)**		⊠	⊠	⊠	⊠	⊠	⊠	x	x	x	x	x	x
Written and Oral English-Language Conventions:													
Sentence structure	x	⊠		⊠	⊠	⊠	⊠	x	x			x	x
Grammar			⊠	⊠	⊠	⊠	⊠	x	x	x			
Punctuation		⊠	⊠	⊠	⊠	⊠	⊠	x					
Capitalization		⊠	⊠	⊠	⊠	⊠	⊠	x					
Spelling		⊠	⊠	⊠	⊠	⊠	⊠	x	x	x			

(Leftmost domain labels: **Writing**; **Written and Oral English-Language Conventions**)

⊠ These are the standards that must be met in the Intensive Intervention for English Learners Programs.

Matrix 2: Intensive Intervention for English Learners, Grades Four Through Eight, continued

Domain	Strand, Substrand		105-107	133-135	159-160	198-199	226	255-256						
		K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
	Punctuation and capitalization		☒	☒	☒	☒	☒	☒		x		x		
	Grammar and mechanics of writing										x			
	Manuscript form										x			
	Listening and Speaking Strategies: Comprehension	x	☒	☒	☒	☒	☒	☒	x	x	x	x	x	x
Listening and Speaking	Organization and delivery of oral communication		☒	☒	☒	☒	☒	☒	x	x	x	x	x	x
	Analysis and evaluation of oral and media communications				☒	☒	☒	☒	x	x	x	x	x	x
	Speaking Applications (Genres and Their Characteristics)	x	☒	☒	☒	☒	☒	☒	x	x	x	x	x	x

☒ These are the standards that must be met in the Intensive Intervention for English Learners Programs.

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Matrix 3: English Language Development Instruction, Kindergarten Through Grade Eight

The English-language arts content standards illustrate the complexity of teaching the language arts and the critical and integral relation of earlier and later skills. The standards are mastery standards, meaning that students should master or be proficient in the knowledge and skills specified in a particular standard, at least by the end of the designated grade. Instruction to develop such proficiency is not, however, restricted to a specific grade. Publishers and teachers should consider the prerequisite skills and sequence of instruction students will need to master a standard by the end of the grade and introduce and sequence instruction within and between grades to ensure mastery at least by the grade in which the standard is identified. Multiple components must be integrated to create a comprehensive program.

This matrix identifies the content of the additional hour of daily English language development Instruction that is required in the Reading/Language Arts/English Language Development Basic Program and in the Primary Language/English Language Development Basic Program. The matrix includes requirements regarding what English-language arts content standards must be addressed and guidance from the *Reading/Language Arts Framework* about instruction and support for students learning English.

Domain	Strand, Substrand	72-73	105-107	133-135	159-160	198-199	226	255-256	282-283	309-310				
RLA Framework guidance for universal access for English Learners (by page number)		K	1	2	3	4	5	6	7	8	9	10	11	12
	Word Analysis, Fluency, and Systematic Vocabulary Development:													
	Concepts about print	☒	☒											
	Phonemic awareness	☒	☒											
Reading	Decoding and word recognition	☒	☒	☒	☒									
	Word recognition						☒	☒						
	Vocabulary and concept development	☒	☒	☒	☒	☒	☒	☒	☒	☒	x	x	x	x
	Reading Comprehension:													
	Structural features of informational materials	☒	☒	☒	☒	☒	☒	☒	☒	☒	x	x	x	x

☒ These are the standards that must be met in the English language development instructional materials in the Reading/Language Arts/English Language Development and Primary Language/English Language Development Programs.

Matrix 3: English Language Development Instruction, by Grade, continued

Domain	*RLA Framework* guidance for universal access for English Learners (by page number) Strand, Substrand	72-73 K	105-107 1	133-135 2	159-160 3	198-199 4	226 5	255-256 6	282-283 7	309-310 8	9	10	11	12
	Comprehension and analysis of grade-level-appropriate text	☒	☒	☒	☒	☒	☒	☒	☒	☒	×	×	×	×
	Expository critique						☒	☒	☒	☒	×	×	×	×
	Literary Response and Analysis:													
	Structural features of literature				☒	☒	☒	☒	☒	☒	×	×	×	×
	Narrative analysis of grade-level appropriate text	×	×	×	×	×	×	×	×	×	×	×	×	×
	Literary criticism						×	×	×	×	×	×	×	×
Writing	**Writing Strategies:**													
	Organization and focus	☒	☒	☒	☒	☒	☒	☒	☒	☒	×	×	×	×
	Penmanship	×	×	×	×	×								
	Research			☒	☒									
	Research and technology					☒	☒	☒	☒	☒	×	×	×	×
	Evaluation and revision			☒	☒	☒	☒	☒	☒	☒	×	×	×	×
	Writing Applications (Genres and Their Characteristics)		☒	☒	☒	☒	☒	☒	☒	☒	×	×	×	×
Written and Oral English-Language Conventions	**Written & Oral English-Language Conventions:**		☒	☒	☒	☒	☒	☒	☒	☒	×	×	×	×
	Sentence structure	☒	☒	☒	☒	☒	☒	☒	☒	☒				
	Grammar			☒	☒	☒	☒	☒	☒	☒	×			
	Punctuation		☒	☒	☒	☒	☒	☒	☒					

☒ These are the standards that must be met in the English language development instruction in the Reading/Language Arts/English Language Development and Primary Language/English Language Development Programs.

Matrix 3: English Language Development Instruction, by Grade, continued

RLA Framework guidance for universal access for English Learners (by page number)		72-73	105-107	133-135	159-160	198-199	226	255-256	282-283	309-310				
Domain	**Strand, Substrand**	K	1	2	3	4	5	6	7	8	9	10	11	12
	Capitalization		☒	☒	☒	☒	☒	☒	☒					
	Spelling		☒	☒	☒	☒	☒	☒	☒	☒	×			
	Punctuation and capitalization			☒	☒	☒	☒	☒	☒	☒				
	Grammar and mechanics of writing										×			
	Manuscript form										×			
	Listening and Speaking Strategies:													
Listening and Speaking	Comprehension	☒	☒	☒	☒	☒	☒	☒	☒	☒	×	×	×	×
	Organization and delivery of oral communication		☒	☒	☒	☒	☒	☒	☒	☒	×	×	×	×
	Analysis and evaluation of oral and media communications				☒	☒	☒	☒	☒	☒	×	×	×	×
	Speaking Applications (Genres and Their Characteristics)	☒	☒	☒	☒	☒	☒	☒	☒	☒	×	×	×	×

☒ These are the standards that must be met in the English language development instruction in the Reading/Language Arts/English Language Development and Primary Language/English Language Development Programs.

Appendix Attachment B: History-Social Science and Science Matrices

Matrix 1: History-Social Science Content Standards for Kindergarten Through Grade Three

This matrix contains the required history-social science content standards for kindergarten through grade three that must be addressed in the Reading/Language Arts Basic Program, Reading/Language Arts/English Language Development Basic Program, and the Primary Language/English Language Development Basic Program.

Basic Comprehensive Program:
Grade Kindergarten – History-Social Science: Learning and Working Now and Long Ago

Grade	Standard #	Text of Standard
K	K.1	**Students understand that being a good citizen involves acting in certain ways.**
K	K.1.1	Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
K	K.1.2	Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
K	K.1.3	Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.
K	K.2	**Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.**
K	K.3	**Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.**
K	K.4	**Students compare and contrast the locations of people, places, and environments and describe their characteristics.**
K	K.4.1	Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.
K	K.4.2	Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.
K	K.4.3	Identify traffic symbols and map symbols (e.g., those for land, water, roads, and cities).
K	K.4.4	Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.

Basic Comprehensive Program:
Grade One – History-Social Science: A Child's Place in Time and Space

Grade	Standard #	Text of Standard
K	K.4.5	Demonstrate familiarity with the school's layout, environs, and the jobs people do there.
K	K.5	**Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.**
K	K.6	**Students understand that history relates to events, people, and places of other times.**
K	K.6.1	Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).
K	K.6.2	Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.
K	K.6.3	Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).
1	1.1	**Students describe the rights and individual responsibilities of citizenship.**
1	1.1.1	Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community.
1	1.1.2	Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."
1	1.2	**Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.**
1	1.2.1	Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.
1	1.2.2	Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.
1	1.2.3	Construct a simple map, using cardinal directions and map symbols.
1	1.2.4	Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.

Basic Comprehensive Program:
Grade One – History-Social Science: A Child's Place in Time and Space, continued

Grade	Standard #	Text of Standard
1	1.3	**Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.**
1	1.3.1	Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "My Country 'Tis of Thee").
1	1.3.2	Understand the significance of our national holidays and the heroism and achievements of the people associated with them.
1	1.3.3	Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.
1	1.4	**Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.**
1	1.4.1	Examine the structure of schools and communities in the past.
1	1.4.2	Study transportation methods of earlier days.
1	1.4.3	Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.
1	1.5	**Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.**
1	1.5.1	Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.
1	1.5.2	Understand the ways in which American Indians and immigrants have helped define Californian and American culture.
1	1.5.3	Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.
1	1.6	**Students understand basic economic concepts and the role of individual choice in a free-market economy.**
1	1.6.1	Understand the concept of exchange and the use of money to purchase goods and services.
1	1.6.2	Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.

Basic Comprehensive Program:
Grade Two – History Social Science: People Who Make a Difference

Grade	Standard #	Text of Standard
2	2.1	**Students differentiate between things that happened long ago and things that happened yesterday.**
2	2.1.1	Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.
2	2.1.2	Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.
2	2.1.3	Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).
2	2.2	**Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.**
2	2.2.1	Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).
2	2.2.2	Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.
2	2.2.3	Locate on a map where their ancestors live (d), telling when the family moved to the local community and how and why they made the trip.
2	2.2.4	Compare and contrast basic land use in urban, suburban, and rural environments in California.
2	2.3	**Students explain governmental institutions and practices in the United States and other countries.**
2	2.3.1	Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.
2	2.3.2	Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.
2	2.4	**Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.**
2	2.4.1	Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.
2	2.4.2	Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.

Basic Comprehensive Program:
Grade Two – History Social Science: People Who Make a Difference, continued

Grade	Standard #	Text of Standard
2	2.4.3	Understand how limits on resources affect production and consumption (what to produce and what to consume).
2	2.5	**Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).**

Basic Comprehensive Program:
Grade Three – History Social Science: Continuity and Change

Grade	Standard #	Text of Standard
3	3.1	**Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.**
3	3.1.1	Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
3	3.1.2	Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).
3	3.2	**Students describe the American Indian nations in their local region long ago and in the recent past.**
3	3.2.1	Describe national identities, religious beliefs, customs, and various folklore traditions.
3	3.2.2	Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).
3	3.2.3	Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.
3	3.2.4	Discuss the interaction of new settlers with the already established Indians of the region.
3	3.3	**Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.**
3	3.3.1	Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.
3	3.3.2	Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.
3	3.3.3	Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.
3	3.4	**Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.**
3	3.4.1	Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.

Basic Comprehensive Program:
Grade Three – History Social Science: Continuity and Change, continued

Grade	Standard #	Text of Standard
3	3.4.2	Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.
3	3.4.3	Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).
3	3.4.4	Understand the three branches of government, with an emphasis on local government.
3	3.4.5	Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.
3	3.4.6	Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).
3	3.5	**Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.**
3	3.5.1	Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.
3	3.5.2	Understand that some goods are made locally, some elsewhere in the United States, and some abroad.
3	3.5.3	Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.
3	3.5.4	Discuss the relationship of students' "work" in school and their personal human capital.

Matrix 2: Science Content Standards for Kindergarten Through Grade Three

This matrix contains the required science content standards for kindergarten through grade three that must be addressed in the Reading/Language Arts Basic Program, the Reading/Language Arts/English Language Development Basic Program, and the Primary Language/English Language Development Basic Program.

Basic Comprehensive Program:
Science: Grade - Kindergarten

Grade	Standard #	Text of Standard
		Physical Sciences
K	1	**Properties of materials can be observed, measured and predicted. As a basis for understanding this concept:**
K	1.a	*Students know* objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).
K	1.b	*Students know* water can be a liquid or a solid and can be made to change back and forth from one form to the other.
K	1.c	*Students know* water left in an open container evaporates (goes into the air) but water in a closed container does not.
		Life Sciences
K	2	**Different types of plants and animals inhabit the Earth. As a basis for understanding this concept:**
K	2.a	*Students know* how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).
K	2.b	*Students know* stories sometimes give plants and animals attributes they do not really have.
K	2.c	*Students know* how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).
		Earth Sciences
K	3	**Earth is composed of land, air, and water. As a basis for understanding this concept:**
K	3.a	*Students know* characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.
K	3.b	*Students know* changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.
K	3.c	*Students know* how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.

Basic Comprehensive Program:
Science: Grade – One

Grade	Standard #	Text of Standard
		Physical Sciences
1	1	**Materials come in different forms (states), including solids, liquids, and gases. As a basis for understanding this concept:**
1	1.a	*Students know* solids, liquids, and gases have different properties.
1	1.b	*Students know* the properties of substances can change when the substances are mixed, cooled, or heated.
		Life Sciences
1	2	**Plants and animals meet their needs in different ways. As a basis for understanding this concept:**
1	2.a	*Students know* different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.
1	2.b	*Students know* both plants and animals need water, animals need food, and plants need light.
1	2.c	*Students know* animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.
1	2.d	*Students know* how to infer what animals eat from the shape of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).
1	2.e	*Students know* roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.
		Earth Sciences
1	3	**Weather can be observed, measured, and described. As a basis for understanding this concept:**
1	3.a	*Students know* how to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons.
1	3.b	*Students know* that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season.
1	3.c	*Students know* the sun warms the land, air, and water.

Basic Comprehensive Program:
Science: Grade – Two

Grade	Standard #	Text of Standard
		Physical Sciences
2	1	**The motion of objects can be observed and measured. As a basis for understanding this concept:**
2	1.a	*Students know* the position of an object can be described by locating it in relation to another object or to the background.
2	1.b	*Students know* an object's motion can be described by recording the change in position of the object over time.
2	1.c	*Students know* the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull.
2	1.d	*Students know* tools and machines are used to apply pushes and pulls (forces) to make things move.
2	1.e	*Students know* objects fall to the ground unless something holds them up.
2	1.f	*Students know* magnets can be used to make some objects move without being touched.
2	1.g	*Students know* sound is made by vibrating objects and can be described by its pitch and volume.
		Life Sciences
2	2	**Plants and animals have predictable life cycles. As a basis for understanding this concept:**
2	2.a	*Students know* that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.
2	2.b	*Students know* the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice.
2	2.c	*Students know* many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment.
2	2.d	*Students know* there is variation among individuals of one kind within a population.
2	2.e	*Students know* light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.
2	2.f	*Students know* flowers and fruits are associated with reproduction in plants.
		Earth Sciences
2	3	**Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept:**
2	3.a	*Students know* how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals.

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Basic Comprehensive Program:
Science: Grade – Two, continued

Grade	Standard #	Text of Standard
2	3.b	*Students know* smaller rocks come from the breakage and weathering of larger rocks.
2	3.c	*Students know* that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants.
2	3.d	*Students know* that fossils provide evidence about the plants and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils.
2	3.e	*Students know* rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.

Basic Comprehensive Program:
Science: Grade – Three

Grade	Standard #	Text of Standard
		Physical Sciences
3	1	**Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:**
3	1.a	*Students know* energy comes from the Sun to Earth in the form of light.
3	1.b	*Students know* sources of stored energy take many forms, such as food, fuel, and batteries.
3	1.c	*Students know* machines and living things convert stored energy to motion and heat.
3	1.d	*Students know* energy can be carried from one place to another by waves, such as water waves and sound waves, by electric current, and by moving objects.
3	1.e	*Students know* matter has three forms: solid, liquid, and gas.
3	1.f	*Students know* evaporation and melting are changes that occur when the objects are heated.
3	1.g	*Students know* that when two or more substances are combined, a new substance may be formed with properties that are different from those of the original materials.
3	1.h	*Students know* all matter is made of small particles called atoms, too small to see with the naked eye.
3	1.i	*Students know* people once thought that earth, wind, fire, and water were the basic elements that made up all matter. Science experiments show that there are more than 100 different types of atoms, which are presented on the periodic table of the elements.
3	2	**Light has a source and travels in a direction. As a basis for understanding this concept:**
3	2.a	*Students know* sunlight can be blocked to create shadows.
3	2.b	*Students know* light is reflected from mirrors and other surfaces.
3	2.c	*Students know* the color of light striking an object affects the way the object is seen.
3	2.d	*Students know* an object is seen when light traveling from the object enters the eye.

Basic Comprehensive Program:
Science: Grade – Three, continued

Grade	Standard #	Text of Standard
		Life Sciences
3	3	**Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:**

Grade	Standard #	Text of Standard
3	3.a	*Students know* plants and animals have structures that serve different functions in growth, survival, and reproduction.
3	3.b	*Students know* examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.
3	3.c	*Students know* living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.
3	3.d	*Students know* when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.
3	3.e	*Students know* that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today.
		Earth Sciences
3	4	**Objects in the sky move in regular and predictable patterns. As a basis for understanding this concept:**
3	4.a	*Students know* the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons.
3	4.b	*Students know* the way in which the Moon's appearance changes during the four-week lunar cycle.
3	4.c	*Students know* telescopes magnify the appearance of some distant objects in the sky, including the Moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than the number that can be seen by the unaided eye.
3	4.d	*Students know* that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth.
3	4.e	*Students know* the position of the Sun in the sky changes during the course of the day and from season to season.

Attachment C: Curriculum Content

Table 1: Curriculum Content, Kindergarten Through Grade Three

To support the teaching of the technical skills of reading in kindergarten through grades three, effective instructional programs include the elements listed below. These elements are presented in an explicit, sequential, linguistically logical, and systematic manner:

		Foundational Elements: Kindergarten through Grade Three	Grade Level
1		**Phonemic Awareness**	
	a.	Phoneme identification including: counting phonemes in words, distinguishing initial, final, and medial phonemes, and matching initial, final, and medial sounds in spoken words	K-2
	b.	Phoneme blending	K-1
	c.	Phoneme segmentation	K-3
	d.	Phoneme manipulation including: phoneme addition and deletion, grade 1, phoneme substitution, grades 1-2; phoneme reversal	1-3
2		**Phonological Awareness**	
	a.	Recognizing words in sentences	K
	b.	Segmenting words into syllables	K-1
	c.	Detecting rhymes	K-2
	d.	Blending onset/rime	K-1
3		**Phonics**	
	a.	Alphabetic principle including: letter identification grade K, and sound-letter matching	K-1
	b.	Grapheme/Letter-Sound Correspondences including: letter combinations for individual phonemes (e.g., ci, ge, wh, e, oa, igh, _ck, and a_e)	1-3
4		**Decoding and Word Attack Skills**	
	a.	Word structure and fluency, including rapid naming (colors, objects, digits, and letters)	K
	b.	Sight word reading	K-2
	c.	Blending single and multisyllabic words	1-3

<u>**Table 1: Curriculum Content, Kindergarten Through Grade Three**</u>

Curriculum Content

To support the teaching of the technical skills of reading in grades four through eight, effective intensive intervention instructional programs include the elements listed below. These elements are presented in an explicit, sequential, linguistically logical, and systematic manner:

		Foundation Elements: Intensive Intervention Grades Four through Eight	Skill Grade Level
1		**Phonemic Awareness**	
	a.	Phoneme identification including: counting phonemes in words, distinguishing initial, final, and medial phonemes, and matching initial, final, and medial sounds in spoken words	K-2
	b.	Phoneme blending	K-1
	c.	Phoneme segmentation	K-3
	d.	Phoneme manipulation including: phoneme addition and deletion, grade 1; phoneme substitution, grades 1-2; phoneme reversal, grades 2-3	1-3
2		**Phonological Awareness**	
	a.	Recognizing words in sentences	K
	b.	Segmenting words into syllables	K-1
	c.	Detecting rhymes	K-2
	d.	Blending onset/rime	K-1
3		**Phonics**	
	a.	Alphabetic principle including: letter identification grade K, and sound-letter matching, grades K-1	K-1
	b.	Grapheme/Letter-Sound Correspondences including: letter combinations for individual phonemes (e.g., ci, ge, wh, e, oa, igh, _ck, and a_e)	1-3
4		**Decoding and Word Recognition (Attack) Skills**	
	a.	Word structure and fluency, including rapid naming (colors, objects, digits, and letters)	K
	b.	Sight word reading	K-2
	c.	Blending single and multisyllabic words	1-3

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Table 1: Curriculum Content, Kindergarten Through Grade Three

	d.	Recognizing common patterns automatically including: consonants, short vowels (e.g., CVC words and other short vowel syllable patterns), diagraphs, and trigraphs (e.g., _tch, and _igh)	1-6
	e.	Consonant blends, long vowels (CV syllables), and vowel diagraphs	1-6
	f.	Vowel diphthongs and r- and l- controlled vowels	1-6
	g.	Advanced syllable patterns in multisyllabic words	2-6
	h.	Word analysis including word origins and meaning (morphology, syntax, and semantics)	2-6
5	**Oral Reading Fluency**		
	a.	Narrative and expository text for fluency with accuracy and appropriate pacing, intonation, and expression [Fluency defined as words correct per minute (WCPM) with norms identified by Tindal, Hasbrouck, & Jones (2005). Oral Reading Fluency: 90 Years of Measurement, Behavioral Research and Teaching]	1-6
6	**Spelling**		
	a.	Consonant spellings	1-3
	b.	Short vowels	K-1
	c.	Long vowels	1-3
	d.	Orthographic generalizations (rules)	1-3
	e.	Morphemes (prefixes, suffixes, base words and roots)	3-6
7	**Vocabulary**		
	a.	Oral vocabulary development	K-3
	b.	Suffixes and prefixes	2-3
	c.	Word families	1-2
	d.	Base words and their derivatives	2-6
	e.	Root words and word origins	3-6
	f.	Context meanings	1-6
	g.	Antonyms and synonyms	2-6
	h.	Metaphors, similes, analogies, and idioms	4-6

Table 1: Curriculum Content, Kindergarten Through Grade Three

	i.	Academic vocabulary	K-6
8	**Comprehension Skills**		
	a.	Main idea and details	1-6
	b.	Author's point of view	1-6
	c.	Sequencing	1-6
	d.	Classifying and categorizing	K-6
	e.	Making inferences	1-6
	f.	Compare and contrast	2-6
	g.	Cause and effect	1-6
	h.	Author's purpose	1-6
9		**Literary Response and Analysis**	
	a.	Distinguish, identify, and comprehend a variety of genre.	K-3
	b.	Identify narrative characteristics of plot, setting, and characters.	K-3
	c.	Compare and contrast narrative characteristics of different versions of same stories by different authors and cultures.	2-4
	d.	Recognize and analyze underlying or recurring themes in narrative text.	2-6
	e.	Recognize characteristics and different forms of poetry.	2-6
	f.	Distinguish structural features of text and literary terms or elements of literature and informational text.	4-6
	g.	Clarify ideas and making connections between literary works.	5-6
	h.	Evaluate meanings of patterns, symbols, and author techniques.	5-6
	i.	Determine the credibility of the characterization and degree of realism.	5-6
	j.	Analyze a range of responses to literary works.	5-6
	k.	Analyze a work of literature, reflecting on author's heritage, traditions, attitudes and beliefs.	N/A

Table 2: Curriculum Content, Grades Four Through Eight

To support the teaching of the technical skills of reading, effective instructional programs for grades four through eight include the elements listed below. These elements are presented in an explicit, sequential, linguistically logical, and systematic manner:

		Foundation Elements: Grades Four through Eight	Grade Level
1		**Phonemic Awareness**	
	a.	Phoneme identification including: counting phonemes in words, distinguishing initial, final, and medial phonemes, and matching initial, final, and medial sounds in spoken words	
	b.	Phoneme blending	
	c.	Phoneme segmentation	
	d.	Phoneme manipulation including: phoneme addition and deletion, grade 1; phoneme substitution, grades 1-2; phoneme reversal, grades 2-3	
2		**Phonological Awareness**	
	a.	Recognizing words in sentences	
	b.	Segmenting words into syllables	
	c.	Detecting rhymes	
	d.	Blending onset/rime	
3		**Phonics**	
	a.	Alphabetic principle including: letter identification grade K, and sound-letter matching	
	b.	Grapheme/Letter-Sound Correspondences including: letter combinations for individual phonemes (e.g., ci, ge, wh, e, oa, igh, _ck, and a_e)	
4		**Decoding and Word Recognition (Attack) Skills**	
	a.	Word structure and fluency, including rapid naming (colors, objects, digits, and letters)	
	b.	Sight word reading	
	c.	Blending single and multisyllabic words	

Table 2: Curriculum Content, Grades Four Through Eight

	d.	Recognizing common patterns automatically including: consonants, short vowels (e.g., CVC words and other short vowel syllable patterns), diagraphs, and trigraphs (e.g., _tch, and _igh)	4-8
	e.	Consonant blends, long vowels (CV syllables), and vowel diagraphs	4-8
	f.	Vowel diphthongs and r- and l- controlled vowels	4-8
	g.	Advanced syllable patterns in multisyllabic words	4-8
	h.	Word analysis including word origins and meaning (morphology, syntax, and semantics)	4-8
5	**Oral Reading Fluency**		
	a.	Narrative and expository text for fluency with accuracy and appropriate pacing, intonation, and expression [Fluency defined as words correct per minute (WCPM) with norms identified by Tindal, Hasbrouck, & Jones (2005). Oral Reading Fluency: 90 Years of Measurement, Behavioral Research and Teaching]	4-8
6	**Spelling**		
	a.	Consonant spellings	
	b.	Short vowels	
	c.	Long vowels	
	d.	Orthographic generalizations (rules)	
	e.	Morphemes (prefixes, suffixes, base words and roots)	4-8
7	**Vocabulary**		
	a.	Oral vocabulary development	
	b.	Suffixes and prefixes	
	c.	Word families	
	d.	Base words and their derivatives	4-7
	e.	Root words and word origins	4-8
	f.	Context meanings	4-8
	g.	Antonyms and synonyms	4-8

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Table 2: Curriculum Content, Grades Four Through Eight

	h.	Metaphors, similes, analogies, and idioms	4-8
	i.	Academic vocabulary	4-8
8	**Comprehension Skills**		
	a.	Main idea and details	4-8
	b.	Author's point of view	4-8
	c.	Sequencing	4-8
	d.	Classifying and categorizing	4-8
	e.	Making inferences	4-8
	f.	Compare and contrast	4-8
	g.	Cause and effect	4-8
	h.	Author's purpose	4-8
9		**Literary Response and Analysis**	
	a.	Distinguish, identify, and comprehend a variety of genre.	
	b.	Identify narrative characteristics of plot, setting, and characters.	
	c.	Compare and contrast narrative characteristics of different versions of same stories by different authors and cultures.	
	d.	Recognize and analyze underlying or recurring themes in narrative text.	4-8
	e.	Recognize characteristics and different forms of poetry.	4-8
	f.	Distinguish structural features of text and literary terms or elements of literature and informational text.	4-8
	g.	Clarify ideas and making connections between literary works.	5-8
	h.	Evaluate meanings of patterns, symbols, and author techniques.	5-8
	i.	Determine the credibility of the characterization and degree of realism.	5-8
	j.	Analyze a range of responses to literary works.	5-8

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Table 3: Curriculum Content, Intensive Intervention Programs

To support the teaching of the technical skills of reading in grades four through eight, effective intensive intervention instructional programs include the elements listed below. These elements are presented in an explicit, sequential, linguistically logical, and systematic manner:

		Foundation Elements: Intensive Intervention Grades Four through Eight	Skill Grade Level
1		**Phonemic Awareness**	
	a.	Phoneme identification including: counting phonemes in words, distinguishing initial, final, and medial phonemes, and matching initial, final, and medial sounds in spoken words	K-2
	b.	Phoneme blending	K-1
	c.	Phoneme segmentation	K-3
	d.	Phoneme manipulation including: phoneme addition and deletion, grade 1; phoneme substitution, grades 1-2; phoneme reversal, grades 2-3	1-3
2		**Phonological Awareness**	
	a.	Recognizing words in sentences	K
	b.	Segmenting words into syllables	K-1
	c.	Detecting rhymes	K-2
	d.	Blending onset/rime	K-1
3		**Phonics**	
	a.	Alphabetic principle including: letter identification grade K, and sound-letter matching, grades K-1	K-1
	b.	Grapheme/Letter-Sound Correspondences including: letter combinations for individual phonemes (e.g., ci, ge, wh, e, oa, igh, _ck, and a_e)	1-3
4		**Decoding and Word Recognition (Attack) Skills**	
	a.	Word structure and fluency, including rapid naming (colors, objects, digits, and letters)	K
	b.	Sight word reading	K-2

Table 3: Curriculum Content, Intensive Intervention Programs

	c.	Blending single and multisyllabic words	1-3
	d.	Recognizing common patterns automatically including: consonants, short vowels (e.g., CVC words and other short vowel syllable patterns), diagraphs, and trigraphs (e.g., _tch, and _igh)	1-6
	e.	Consonant blends, long vowels (CV syllables), and vowel diagraphs	1-6
	f.	Vowel diphthongs and r- and l- controlled vowels	1-6
	g.	Advanced syllable patterns in multisyllabic words	2-6
	h.	Word analysis including word origins and meaning (morphology, syntax, and semantics)	2-6
5	**Oral Reading Fluency**		
	a.	Narrative and expository text for fluency with accuracy and appropriate pacing, intonation, and expression [Fluency defined as words correct per minute (WCPM) with norms identified by Tindal, Hasbrouck, & Jones (2005). Oral Reading Fluency: 90 Years of Measurement, Behavioral Research and Teaching]	1-6
6	**Spelling**		
	a.	Consonant spellings	1-3
	b.	Short vowels	K-1
	c.	Long vowels	1-3
	d.	Orthographic generalizations (rules)	1-3
	e.	Morphemes (prefixes, suffixes, base words and roots)	3-6
7	**Vocabulary**		
	a.	Oral vocabulary development	K-3
	b.	Suffixes and prefixes	2-3
	c.	Word families	1-2
	d.	Base words and their derivatives	2-6
	e.	Root words and word origins	3-6
	f.	Context meanings	1-6
	g.	Antonyms and synonyms	2-6

Table 3: Curriculum Content, Intensive Intervention Programs

	h.	Metaphors, similes, analogies, and idioms	4-6
	i.	Academic vocabulary	K-6
8	**Comprehension Skills**		
	a.	Main idea and details	1-6
	b.	Author's point of view	1-6
	c.	Sequencing	1-6
	d.	Classifying and categorizing	K-6
	e.	Making inferences	1-6
	f.	Compare and contrast	2-6
	g.	Cause and effect	1-6
	h.	Author's purpose	1-6
9		**Literary Response and Analysis**	
	a.	Distinguish, identify, and comprehend a variety of genre.	K-3
	b.	Identify narrative characteristics of plot, setting, and characters.	K-3
	c.	Compare and contrast narrative characteristics of different versions of same stories by different authors and cultures.	2-4
	d.	Recognize and analyze underlying or recurring themes in narrative text.	2-6
	e.	Recognize characteristics and different forms of poetry.	2-6
	f.	Distinguish structural features of text and literary terms or elements of literature and informational text.	4-6
	g.	Clarify ideas and making connections between literary works.	5-6
	h.	Evaluate meanings of patterns, symbols, and author techniques.	5-6
	i.	Determine the credibility of the characterization and degree of realism.	5-6
	j.	Analyze a range of responses to literary works.	5-6
	k.	Analyze a work of literature, reflecting on author's heritage, traditions, attitudes and beliefs.	N/A

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